DOCUMENT RESUME

ED 333 887 IR 053 631

AUTHOR	Young, Diana, Comp.
TITLE	Papers from North Carolina Governor's Conferences on Library and Information Services 1990-1991.
INSTITUTION	North Carolina State Library, Raleigh.
PUB DATE	Feb 91
NOTE	380p.
PUB TYPE	Collected Works - Conference Proceedings (021) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC16 Plus Postage.
DESCRIPTORS	Academic Libraries; *Access to Information; Conferences; Democracy; Elementary Secondary Education; Financial Support; Futures (of Society); Higher Education; *Information Services; Library Automation; Library Planning; *Library Role; *Literacy; Preservation; Productivity; Public Libraries; School Libraries; State Programs; *Technological Advancement
IDENTIFIERS	Information Literacy; *North Carolina; *White House Conference Library Info Services

ABSTRACT

This collection of papers from North Carolina's state and regional Conferences on Library and Information Services, which were held over a 6-month period in 1990-1991, includes copies of: (1) the agenda of the state conference (Raleigh, February 6, 1991); (2) a list of the delegates to the national White House Conference on Library and Information Services; (3) a list of resolutions to be presented at the national conference; (4) a press release for the state conference; (5) a copy of "Tar Heel Libraries" containing information on the nine regional conferences and resolutions from eight of them; (6) reports and resolutions from the state and individual regional conferences; (7) keynote papers from individual conferences; (8) a flyer announcing the governor's conferences, a fact sheet on each of the three national conference themes--democracy, literacy, and productivity--and position papers from individual conferences; (9) a statement of the mission and purpose of North Carolina's libraries; (10) discussion papers for the national conference; (11) a fact sheet on the national conference; and (12) a copy of the North Carolina Governor's Executive Order authorizing the state and regional conferences. (BBM)

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ED 333887

Papers from the North Carolina Governor's Conferences on Library and Information Services

1990-1991

Compiled by Diana Young, Conference Coordinator

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Raleigh, North Carolina

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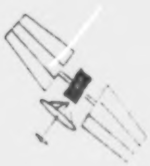
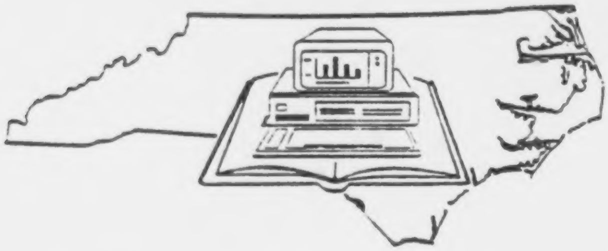


1990 - 1991

North Carolina Governor's Conference



On

Library and Information Services

State Library

Raleigh

February 6, 1991

North Carolina Governor's Conference

on

Library and Information Service

February 6, 1991

8:00 - 9:30 **Contential Breakfast - Lobby**

Music courtsey of Jack Stein

Partically funded by the North Carolina Library Association

9:30 - 11:00 **The Governor's Conference**

General Session I - Auditorium
Opening Remarks - Howard McGinn, Presiding
An Overview of the Regional Conferences - Florence Gatten
1991 White House Conference - Elinor Swaim
Challenge - Patric Dorsey
Introduction of Jim Nelson - John Welch
Libraries of Tomorrow - Jim Nelson
1979 White House Conference - Mary Kitt Dunn

11:00 - 11:15 **Break - Lobby**

11:15 - 12:30 **North Carolina's Libraries**

General Session II - Auditorium
Library Concerns - Howard McGinn, Presiding
Academic Libraries Leland Park
Community College Libraries - Sharon Smith
Public Libraries - Nancy Bates
School Libraries - Laura Benson
Special Libraries - Rebecca Varga
The Process
Delegate Selection - Pauletta Bracy
Resolutions - Jim Mckee

12:30 - 1:15 **Box Lunch** (Pick up in lobby and take to small group session locations.)

1:15 - 4:15 **Issues into Resolutions**

Jim McKee, Chairperson, Resolutions Committee
(Break to be taken at convenience of the group. It will set up in the bock of your small group session area.)

Citizens - Library Mezzanine/Genealogy

Facilitator : Kate Blackburn
Rcorders: Diane Kester and Dav Robertson

Government Officials - Room 211

Facilitator: Howard McGinn
Recorders: Karen Doll and Mary McAfee

Trustees and Friends - Room 26

Facilitator: Ellen O'Conner
Recorders: Karen Tolbert and Sylvia Spinkle-Hamlin

Librarians - Mezzanie/Periodicals

Facilitator: Willie Nelms
Recorders: John Payne and Nona Pryor

4:15 - 4:45 **Election of Delegates**

Pauletta Bracy, Chairperson, Delegate Selection Committee

Citizens - Library Mezzanine/Genealogy

Facilitator - Mary Jane Germain
Recorder - Dale Cousins

Government Officials - Room 211

Facilitator - Ted Waller
Recorder - Myrtle McNeill

Trustees and Friends - Room 26

Facilitator - Floyd Hardy
Recorder - Anne Marie Elkins

Librarians - Mezzanine/Periodicals

Facilitator - Elizabeth Laney
Recorder - Pam Doyle

4:45 - 5:15 **The White House Conference**

General Session III - Auditorium
Howard McGinn, Presiding
Reports from Small Groups - Howard McGinn, Presiding
Delegates - Pauletta Bracy
Resolutions - Jim McKee

5:30 - 7:00 **Conference Reception at the Governor's Mansion**

Governor and Mrs. James G. Martin, Hosts

Partially funded by the Northwest North Carolina Library Council and the North Carolina Public Library Director's Association

Governor's Conference activities funded by Public Law 100-382. Printing for the North Carolina Governor's Conferences partially funded by the Library Services and Construction Act, Title III.

PRESENTERS

Nancy Bates	Director, Davidson County Pulic Library; Chairperson, Public Library Section of the NC Library Association
Laura Benson	Director of Library Media Services, High Point Public Schools; Chairperson, North Carolina Association of School Librarians
Pauletta Bracy	Professor, School of Library and Information Sciences, North Carolina Central University; Chair, State Delegate Selection Committee; Region 2: Regional Governor's Conference Chairperson
Patric Dorsey	Secretary of the NC Department of Cultural Resources Chairman of the North Carolina Governor's Conferences on Library and Information Services; Chairman of the North Carolina White House Delegation
Mary Kitt Dunn	Friend and former Trustee of the Greensboro Public Library; North Carolina Delegate to the 1979 White House Conference on Library and Information Services; Past-President of White House Conference on Library and Information Services Task Force
Florence Gatten	Marketing and Public Relations Consultant, Gatten Enterprises Publicity Chairperson for the North Carolina Governor's Conferences on Library and Information Services
James G. Martin	Governor of North Carolina
Jim McKee	Director, Caldwell County Library; Chairman State Conference Resolutions Committee; Region 8, Regional Governor's Conference Chairman
Howard McGinn	State Librarian, State Library of North Carolina; North Carolina Public Library Association, Librarian of the Year

Jim Nelson	State Librarian and Commissioner of the Commonwealth of Kentucky, Department for Library and Archives. Among his accomplishments are 1) the establishment of a statewide public library development section, 2) the establishment of a library resources sharing program for Kentucky and 3) the development of a state information policy for Kentucky.
Leland Park	Library Director Davidson College Chairman, State Library Commission, Past President, North Carolina Library Association
Sharon Smith	Library Director, McDowell Technical Community College; President, North Carolina Community College Learning Resources Association
Jack Stein	Library Services Librarian, Library for the Blind and Physically Handicapped; Stein has played with many bands including the River City (TN) Community Band and the Raleigh Community Band.
Elinor Swaim	Trustee and Friend, Rowan County Public Library Vice President, National Commission on Libraries and Information Services; Past-Chairman, State Library Commission
Rebecca Varga	Interlibrary Loan Librarian, National Humanities Center; President, North Carolina Chapter, Special Libraries Association
John Welch	Assistant State Librarian, State Library of North Carolina; Associate Editor, NORTH CAROLINA LIBRARIES

STATE CONFERENCE COMMITTEES

The State Conference would not be possible without the Regional Governor's Conferences and their planning committees. Eighty-seven committees planned and produced the Governor's Conferences. The State Committee on Library and Information Services appointed by Governor Martin and chaired by Secretary Dorsey was assisted by five state committees. Each of the nine regional conferences had its own executive committee, planning committee, delegate selection committee, exhibits committee, local arrangements committee, publicity committee, registration committee, resolutions committee and special invitations committee . Committees sizes ranged from five to fifteen people and were designed to included representation from the general public, government officials, all types of libraries, library supporters, friends and trustees.

DELEGATE SELECTION

Pauletta Bracy, Chairperson, North Carolina Central University
Dale Cousins, Wake County Public Library
Pam Doyle, North Carolina Department of Community Colleges
Anne Marie Elkins, Library Development, State Library
Mary Jane Germain, Central Regional Education Center
Floyd Hardy, Shepard Library, North Carolina Central University
Elizabeth Laney, University of North Carolina-Chapel Hill, Library School Library
Myrtle McNeill, Durham City Schools
Ted Waller, Campbell Library, Meredith College

LOCAL ARRANGEMENTS

Cal Shepard, Chairperson, Library Development, State Library
Barbara Akinwole, Library Development, State Library
Dale Cousins, Wake County Public Library
Gary Harden, Library Development, State Library
Helen Horton, Library Development, State Library
Charlie Fox, Special Services, State Library
Yash Garg, Technical Services, State Library
Ron Jones, Wake County Public Library
Jack Stein, Library for the Blind and Physically Handicapped, State Library
Vickie Wheeler, Administration, State Library
John Welch, Administration, State Library
Allen Wight, Information Services, State Library

PUBLICITY

Florence Gatten, Gatten Enterprises

REGISTRATION

Penny Hornsby, Chairperson, Administration, State Library
Marion Johnson, Wake County
Marge Lindsey, Wake County
Pat Siegfried, Public Library of Charlotte & Mecklenburg County

RESOLUTIONS

Jim McKee, Chairperson, Caldwell County Library
Kate Blackburn, Trustee, Stanly Co. Library
Karen Doll, Caldwell County Library
Diane Kester, East Carolina University
Mary McAfee, Forsyth County Library
Howard McGinn, State Library of NC
Willie Nelms, Shepard Memorial Library
Ellen O'Conner, Franklin County Library
John Payne, Mars Hill College
Nona Pryor, Archdale-Trinity Middle School
Dav Robertson, National Institute of Environmental Health Sciences
Karen Tolbert, Caldwell County Public Library

STATE LIBRARY SECTION CHIEFS

Information Services, David Bevan
Library Development, Jane Moore
Network Operations, Diana Young
Special Services, Charlie Fox
Technical Services, Denise Sigmon

CONFERENCE COORDINATOR

Diana Young, State Library

REGIONAL CONFERENCE COMMITTEES

Special thanks is extended to each committee member. Committee Chairpersons are listed below.

REGIONAL CONFERENCE COMMITTEE CHAIRPERSONS

Conference Chairpersons:

Charlotte	Pat Siegfried, Public Library of Charlotte and Mecklenburg County
Durham	Pauletta Bracy, North Carolina Central University
Deep Run	Carol Southerland, South Lenoir High School
Winston-Salem	Sylvia Sprinkle-Hamlin, Forsyth County Library
Supply	Gorda Singletary, Friend of New Hanover County Library assisted b Vivian Beech, New Hanover County Library
Franklin	Cynthia Modlin, Macon County Library, Fontana Regional Library
Lenoir	Jim McKee, Caldwell County Library
Elizabeth City	Patricia Hines, Elizabeth City State University
Rockingham	Bill Bridgeman, Sandhill Regional Library and Sandra Smith, Union County Schools

Delegate Selection Committee Chairpersons:

Charlotte	Tom Bost, Salisbury, Citizen
Durham	Carolyn Beaman, Wilson Technical Community College
Deep Run	Willie Nelms, Sheppard Memorial Library
Winston-Salem	Barbara Anderson, Forsyth County Library
Supply	Gwen G. Jackson, Southeast Regional Education Center
Franklin	John Payne, Mars Hill College
Lenoir	Jessica McPhail, Northwestern Regional Library
Elizabeth City	Pat Familar, Gates County Library, Albemarle Regional Library
Rockingham	Nancy Roundtree Sandhills Community College

Exhibit Chairpersons:

Charlotte	Kathy Kiser, Catawba County Schools
Durham	Ellen O'Conner, Franklin County Public Library
Deep Run	Marian McLawhorn, Trustee, Sheppard Memorial Library
Supply	Michael Taylor, Pender County Library
Winston-Salem	Jeanette Smith, Forsyth Country Day School
Franklin	Shirley McLaughlin, Asheville-Buncombe Tech. Com. College
Lenoir	Jill Byerly, Northwest Regional Area Health Education Center Librar
Elizabeth City	Frances Gass, Camden High School
Rockingham	Alice Wilkins, Sandhills Community College

Local Arrangements Chairpersons:

Charlotte	Pat Siegfried, Public Library of Charlotte and Mecklenburg County
Durham	Pauletta Bracy, North Carolina Central University
Deep Run	Carol Southerland, South Lenoir High School
Winston-Salem	Sylvia Sprinkle-Hamlin, Forsyth County Library
Supply	Sharon Smith, Brunswick Community College
Franklin	Cynthia Modlin, Macon County Library, Fontana Regional Library
Lenoir	Jim McKee, Caldwell County Library
Elizabeth City	Patricia Hines, Elizabeth City State University
Rockingham	Anne Thrower and Betsy Cadieu, Sandhill Regional Library

Publicity Committee Chairpersons:

All Conferences	Florence Gatten, Gatten Enterprises
Charlotte	Susan Vaughan, Isothermal Community College
Durham	Mary Jane Germain, Central Regional Education Center
Deep Run	Susan Adams, East Carolina University, Center for Public Televisio and Sheila Mendoza, Elemhurst School Library
Winston-Salem	Suzanne Niver, Davidson County Library
Supply	Marsha Grove, Cumberland County Public Library
Franklin	Marina Catt, Qualla Boundary Public Library and Ronda Davis, Western Regional Education Center
Lenoir	Sharon P. Smith, McDowell Tech. Community College
Elizabeth City	Geraldine Harris, Chowan College
Rockingham	Sandra Smith, Union County Schools

Registration Committee Chairpersons:

Charlotte	Norma Deese, Southwest Regional Education Center
Durham	Dav Robertson, Notional Institute of Environmental Health Science
Deep Run	Jane Griffen, BHM Regional Library
Supply	Carol Vietch, Onslow County Library
Winston-Salem	Marilyn Miller, University of North Carolina at Greensboro
Franklin	Anita White Carter, University of North Carolina at Asheville
Lenoir	Kaylene Keen, Deyton Primary School and Robin Rhodes, Roaring River Middle School
Elizabeth City	Patricia Griffin, Roanoke Bible College
Rockingham	Norma Caddell, South Central Regional Library

Resolutions Committee Chairpersons:

Charlotte	Carl M. Short, Jr., Friend, Rowan County Library
Durham	Barbara Best-Nichols, Lord Corporation Library
Deep Run	Harriet Metcalf, Ward and Smith, PA Library
Supply	Blanchella Casey, Seymour Johnson Air Force Base Library
Winston-Salem	James Jarrell, Bennet College
Franklin	Richlyn Holt, III, Trustee, Haywood County Library
Lenoir	Richard Barker, Appalachian State University
Elizabeth City	Martie Smith, Pettigrew Regional Library
Rockingham	Jim Govern, Stanly County Library

Special Invitations Chairpersons:

Charlotte	Gail Silkstone, Friend of the Gaston County Library
Durham	Sylvia Zack, Vance-Granville Community College
Deep Run	Ed Shearin ,Carteret Community College
Supply	Robert Hudson, Sampson Community College
Winston-Salem	Mary Kitt Dunn, Friends, Greensboro Public Library and Willie Kennedy, Friends of the Forsyth County Public Library
Franklin	Wendell Lovingood, Southwestern North Carolinaa Economic Development Commission and Carl Moore, Clay County Manager
Lenoir	Mike King, Trustee, Northwestern Regional Library
Elizabeth City	Brenda Lewis, Northeast Regional Education Center
Rockingham	J.A. Killiam, Trustee, Sandhill Regional Library and Perry White, Friend, Lee County Library

Regional Conferences Coordinator

Diana Young, State Library

THE WHITE HOUSE CONFERENCE ON
LIBRARY AND INFORMATION SERVICES
1991

DELEGATES

North Carolina will be represented in Washington DC by 16 elegates and 4 alternates, elected in accordance with a national formula. That formula is one-fourth of the delegates will represent the general public; one-fourth will represent local state and federal government officials; one-fourth will represent library friends and trustees; and, one-fourth librarians.

Pauletta Bracy, North Carolina Central University was chair of the State Delegate Selection Committee. Other committee members are Dale Cousins, Wake County Public Library, Pam Doyle, NC Dept. of Community Colleges, Anne Marie Elkins, State Library, Mary Jane Germaine, Central Reg. Education Center, Floyd Hard,NCCU, Elizabeth Laney, UNC-Chapel Hill, Myrtle McNeill, Durham City Schools and Ted Waller, Meredith College.

White House Conference Delegates

GENERAL PUBLIC

George Brett II
1306 Alabama Ave.
Durham, NC 27705

Florence Gatten
Gatten Enterprises
3507 Smoketree Dr.
Greensboro, NC 27410

Timothy Goetz
P. O. BOX 292
Patterson, NC 28661

Talbert Shaw
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Raleigh, NC 27613

Alternate:

Wiley Barrett
Moore County Schools
Rt. 1, Box 96
Cameron, NC 28326

GOVERNMENT OFFICIALS

Fay Byrd
Wilkes Com. College
P. O. Box 120
Wilkesboro, NC 28697

Albert Cox
912 Fitts Street
Sanford, NC 27530

Patric Dorsey
NC Dept. of Cultural Resources
109 E. Jones Street
Raleigh, NC27601-2807

Ella Scarborough
Duke Power
401 South College
Charlotte, NC 28242

Alternate:

Jerry Weaver
Surry Com. College
P.O. Box 304
Dobson, NC 27017

TRUSTEE/FRIENDS

John Childers
1101 Johnston St.
Greenville, NC 27858

Irene Hairston
6895 Sunnybend Place
Pfafftown, NC 27040
Dorothy Matano
608 Millbrook Rd
Raleigh, NC 27609

Terri Union
508 Cliffside Drive
Fayetteville, NC 28303

Alternate:

Lloyd Rohler
1817 Market St.
Wilmington, NC 28403

LIBRARIANS

Barbara Baker
Durham Tech.
Com.College
1637 Lawson Street
Durham, NC 27703

Nancy Bates
Davidson Pub. Library
602 South Main Street
Lexington, NC 27292

Barbara Best-Nicholas
Lord Corporation
405 Gregson Drive
Cary, NC 27511

Carol Lewis
11437 Norwood Road
Raleigh, NC 27613

Alternate:

David Fergusson
Forsyth Co. Library
660 W. Fifth St.
Winston-Salem, NC
27101

RESOLUTIONS

White House Conference resolutions were to be submitted in a complex eight part format: Issue, Background, Questions for Discussion, Suggested Solutions, Recommendation, Justification, Implementing Strategies, and Impact. The State Resolutions Committee, chaired by Jim McKee, Caldwell County Public Library worked with the information provided by the delegates and submitted the following resolutions. State Resolutions Committee members Kate Blackburn, Stanly Co. Library, Karen Doll and Karen Tolbert, Caldwell Co. Library, Diane Kester, ECU, Mary McAfee and Sylvia Sprinkle-Hamlin, Forsyth Co. Public Library, Willie Nelms, Sheppard Mem. Library, Howard McGinn, State Library, Ellen O'Conner, Franklin Co. Library, John Payne, Mars Hill College, Nona Pryor, Archdale-Trinty Middle School and Dav. Robertson, NIEHS.

White House Conference National Resolutions

Issues, Suggested Solutions and Recommendations

Priority - 1

I. Issue - Equitable access to the national information highway is not available to every segment of the population.

Suggested Solution - Congress should fund the National Research Education Network to ensure broad access through universities, research centers, school and public libraries so that all citizens can enjoy their constitutional right to information.

Recommendation - That broad and equitable access to the evolving national information network be ensured for all citizens regardless of geography or socioeconomic status.

II. Issue - The general public must have unrestrictedaccess to information in a democratic society.

Suggested Solutions - The issue of intellectual freedom and free flow of information has been addressed and supported by a multitude of local, state, and national organizations. These efforts should be intensified and continued. It is also imperative that individuals advocate freedom of access of information.

Recommendation - That libraries be supported in their efforts to ensure the free flow of information to all residents and educational institutions from commercial and governmental sources as reflected in the First Amendment to the U.S. Constitution.

III. Issue - Many rural area have no public library service. School libraries are usually closed during the summer, thus closing the doors to the only library in the community.

Suggested Solutions - Federal LSCA funds be made available to staff summer programs for youth and adults and to provide supplies (books,magazines, etc.) for the operation of such programs.

Recommendation -That in areas without public libraries or where public libraries have limited hours, school libraries should remain open throughout the year, including weekend and/or evening hours. This would provide access to reading and other library programs for children and all community members.

IV. Issue - Federal funding for information literacy for the workforce of the nation is a priority if the United States is to continue in world-wide competition and production in the 90's and into the 21st century. Competition in the world market demands a work force with the ability 1) to understand the general technological terms of the particular job, 2) to immediately access needed information needed for production and marketing services, 3) to find needed answers rapidly, and 4) to rapidly apply correct technological solutions to the problem.

Suggested Solutions - The Federal Government should fund a national agency to coordinate literacy education. The federal Government should also grant additional tax incentives to businesses who are involved in literacy training. A public relations campaign should be initiated through this coordinating agency to inform illiterate persons about literacy training opportunities.

Recommendation - The Federal Government should provide, through a national coordinating agency, financial incentives to state and local agencies and businesses to encourage inter-agency cooperation in eradicating illiteracy,

V. **Issue** - There is a need for categorical funding for libraries of all types.

Suggested Solutions - Reinstate and expandcategorical funding directly to all types of libraries.Involve Library professionals in writing guidelines to accompany this funding.

Recommendation - That the federal government restore and expand categorical funding (such as the Higher Education Act, Library Services and Construction Act, ECIA grants) for all types of libraries. Funding must be equitable and continuous to ensure a basic standard of library service. It should provide print and nonprint resources, equipment (including new technologies), equipment maintenance, facilities, services, and personnel. These funds should be specifically earmarked for libraries.

Priority - 2

VI. **Issue** - There are continuing library personnel shortages in certain specializations and under-representation of ethnic minorities in the profession.

Suggested Solutions - Increase awareness of the role of library professionals and paraprofessionals and the skills required of library employees through a national publicity campaign which includes minority representatives, similar to the national television campaign for teacher recruitment.
Provide funds to enhance the education and continuing education of professional and paraprofessional library employees through institutions of higher education.

Provide greater support through scholarships to reduce the cost of library education in relation to expected financial return, with special funds for minority students.

Encourage and support ethnic minority librarians to fully participate at all levels of librarianship and in local, state, regional, and national professional organizations.

Recommendation-Increase opportunities for the recruitment, training, education, and continuing education of professional and paraprofessional employees for library and information service agencies, recognizing cultural diversity in the population and encouraging ethnic minorities to participate.

VII.**Issue** - Persons who cannot read books and magazines in standard print because of a visual or physical disability need special formats and appropriate equipment in order to acquire needed information and enjoy leisure reading.

Suggested Solutions -The Federal Government should increase the funding of the National Library Services for the Blind and Physically Handicapped in order to provide expanded production of braille, cassette and disc books and magazines as well as the necessary playback equipment for patrons.

Recommendation - That the Federal Government should fund, through the National Library Services for the Blind and Physically Handicapped the suggested solution.

VIII. Issue - Libraries are recognized for their vital role as educational agencies.

Suggested Solutions - Prepare a public relations campaign which captures the imagination of the American public and which promotes the services, resources and education importance of libraries. The issuance of a statement from national leaders recognizing the importance of libraries in education, adult learning, services to children and in literacy so as to provide a more viable opportunity to secure federal, state and private funding heretofore unavailable to them by virtue of their second class status within the education profession.

Recommendation - That the President and the Congress of the United States should formally recognize libraries as educational agencies in all legislation, regulations and policy statements which provide funding for or otherwise affect adult learning, services to children and efforts to increase literacy.

IX. Issue - The federal government needs to support the efforts of American libraries to mount effective marketing and public relations campaigns. These campaigns will promote services, heighten awareness of library needs, and increase citizen use and input with the aim of shaping new library and information services and improving existing programs.

Suggested Solutions - Enlist the aid of marketing professionals (paid or pro bono) to develop and implement a national coordinated multi-media marketing program to promote library literacy, use, and citizen involvement in library growth and evolution.

Recommendation - That the Congress and other appropriate federal, state and local agencies develop and implement sophisticated multi-media public awareness marketing campaigns to inform and educate the public of what is available at libraries and what is needed by libraries.

Priority - 3

X. Issue - As information moves more to digital, electronic forms, it becomes more important to ensure equitable access to that information. Otherwise, we will rapidly become a society of information "haves" and "have nots."

Suggested Solutions - That the U. S. government make it a policy to publish and distribute electronic information through a centralized government office such as the G. P. O. or the National Technical Information Service.

That the government make it economically attractive for commercial companies to publish and distribute the government's electronic information (through subsidies or discounted rates).

That policies and their legal framework supporting equitable access be developed.

That consumers, information providers, legislators, and program administrators be educated to the need for equitable access.

That funds for providing the necessary technology, information resources, human resources, and the enforcement of these policies be appropriated.

Recommendation - That Title 44 of the U. S. Code ensuring access to public U. S. government information be broadened to include all types of media and that it be adequately funded and enforced so that all libraries be allowed access to government public information in all its media formats.

XI. Issue - Personnel from military installations impact local public library services.

Suggested Solutions - An impact formula should be adopted by the federal government to support public library services in areas with military installations.

Recommendation - The federal government develop an impact formula to support public library services in geographic areas with military installtions.

XII. **Issue** - School libraries across the country do not ave adequate technological resources to meet the needs of multi-cultural and/or special populations.

Suggested Solutions - The Federal government should provide categorical funding for the purchase (and training in the use) of these technology resources through the designation of special line items in programs similar to the former ESEA, Title I.

Recommendation - That categorical federal funding for school libraries be provided for the purchase of technology resources, especially to meet the need of multi-cultural and special populations, through the designation of special line items for libraries in such programs in Chapter 2.

Priority - 4

XIII. **Issue** - International consciousness-raising is crucial to world communications, economic development, and world peace. Multi-lingual library service is vital if the needs of America's culturally and ethnically diverse population are to be met. Native-born residents need to learn foreign languages. Foreign-born residents need to increase English fluency.

Suggested Solutions - That the Congress establish and fund a foreign language center for each state. These centers should be structured to facilitate networking of ideas and resources with local and regional libraries.

Recommendation - Resolved that the public libraries of the United States expand their services to include programs, materials, and information services and staff expertise necessary to reflect and meet the needs of the nation's multi-ethnic society, and that all Americans should have access to library materials and information necessary to learn foreign languages as the need for foreign language literacy increases in both the business and personal arena. That the Congress allocate federal funding for the establishment of foreign language centers, such funds to be administered under the direction of each state's division of libraries.

Priority - 5

XIV. **Issue** - The critical information needs of all of our citizens can be addressed by reducing the barriers to availability of information, such as the cost of new technological formats, copyright barriers, and the book inventory tax.

Suggested solutions - Review and restructure copyright laws to reflect new realities and new technologies, taking into account both the legitimate rights of authors and publishers with those of businesses, educational institutions, research centers, and the American public for whom timely and affordable information is a vital commodity.

In the interest of national productivity and growth of the international knowledge base, repeal the inventory tax on books.

Establish a board consisting of information professionals,publishers, and suppliers of electronic information to establish mutually acceptable pricing and access policies and structures.

Develop a national incentive program for those information producers who sell products at demonstrably reduced rates to libraries, library networks, or information sharing consortia.

Pursue uniform standards and formats among information technologies in order to minimize excess costs and duplication.

Recommendation - That the federal government, through legislation and federally supported coalitions of public and private bodies, ensure equal and affordable access to information to all citizens, businesses, institutions, and agencies.

FOR IMMEDIATE RELEASE Contact: Diana Young, Conference Coordinator
February 6, 1991 (919)733-2570

GOVERNOR MARTIN CONVENES STATE CONFERENCE ON LIBRARIES AND INFORMATION SERVICES IN RALEIGH ON FEBRUARY 6, 1991

North Carolina Governor James G. Martin has convened a state conference in Raleigh on February 6, 1991, as the culmination of the 1990-1991 North Carolina Governor's Conferences on Library and Information Services. Nearly 120 delegates elected at nine regional conferences held all over the state or appointed to the statewide Governor's Committee attended the all-day session to provide input on planning for the libraries of the future. Patric Dorsey, Secretary of the North Carolina Department of Cultural Resources and Governor's Conferences Chairman, presented the Conference Challenge at the opening session. Jim Nelson, State Librarian and Commissioner of the Commonwealth of Kentucky, Department for Library & Archives, gave the keynote address - "Libraries of Tomorrow."

Howard McGinn, State Librarian, opened the General Session. Additional speakers on the program included:

Elinor Swaim, Trustee & Friend, Rowan County Public Library and Vice-President of the National Commission on Libraries and Information Services;

Mary Kitt Dunn, North Carolina Delegate to the 1979 White House Conference on Library and Information Services and Past-President of the White House Conference Task Force;

Florence Gatten, Citizen delegate to the conference.

-MORE-

Other presenters included: Leland Park, Chairman of the State Library Commission and Library Director of Davidson College;

Sharon Smith, Library Director of the McDowell Technical Community College;

Nancy Bates, Chairperson of the Public Library Section of the North Carolina Library Association and Director of the Davidson County Public Library;

Laura Benson, Chairperson of the North Carolina Association of School Librarians and Director of Library Media Services in High Point;

and Rebecca Vargha, President of the North Carolina Chapter of the Special Library Association.

The February conference is the culmination of a process that began in May, 1990, when the 40-member Committee on Governor's Conferences on Library and Information Services, met in Raleigh to plan a series of regional conferences to solicit input from citizens all over the state on their library and information needs now and in the future. Regional conferences were held August 3 through December 14 in Charlotte, Durham, Deep Run, Winston-Salem, Supply, Franklin, Lenoir, Elizabeth City and Rockingham to discuss library-related issues, pass resolutions for consideration at the state conference and to elect delegates from that region to the state conference. North Carolina delegates will attend the White House Conference on Libraries and Information Services in Washington, D.C., July 9-13, 1991.

Nearly 2000 citizens representing the general public, elected governmental officials, trustees and Friends of the Library and library and information professionals attended the nine regional conferences. While

-MORE-

literally thousands of resolutions were discussed, debated and prioritized, 273 were passed and sent on to the state conference for consideration. The resolutions addressed topics as diverse as a statewide library card, equal access to information, literacy programs, library funding, library standards, support for the North Carolina Information Network, the need for review and restructuring of copyright laws, the need for renovation and expansion of library facilities, the need for training on information retrieval from electronic formats, preservation of library materials and the needs of special libraries.

Delegates to the state conference elected 16 delegates and 4 alternates and decided on resolutions to be sent to the White House Conference on Library and Information Services to be held in Washington, D.C., July 9-13, 1991.

Pauletta Bracy, NCCU Professor of Library and Information Services, chaired the Delegate Selection Committee. Jim McKee, Director of the Caldwell County Library, chaired the Resolutions Committee.

The White House Conference will focus national attention on the federal role in expanding literacy, increasing productivity and strengthening democracy by developing and recommending improvements in library and information services of the nation and their use by the public. The final report of the White House Conference, including its findings and recommendations, will be given to the President, and by him to the Congress, for consideration in the development of policies and future legislation concerning library and information services for the nation.

-MORE-

Delegates from ______________ region that attended the State Conference in Raleigh on February 6, 1991 were:

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For additional information please contact Diana Young at the State Library (919) 733-2570(O) / (919) 467-3481(H).

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ISSN: 0193-4309

TAR HEEL LIBRARIES

A NEWSLETTER SERVING THE NORTH CAROLINA LIBRARY AND INFORMATION SCIENCE COMMUNITY, PUBLISHED BIMONTHLY BY THE NORTH CAROLINA STATE LIBRARY, A DIVISION OF THE DEPARTMENT OF CULTURAL RESOURCES, 109 EAST JONES STREET, RALEIGH, NC 27601-2807. DIANA YOUNG, EDITOR.

VOLUME XIII, NUMBERS 5/6 SEPTEMBER/DECEMBER

GOVERNOR MARTIN SEEKS CITIZEN INPUT IN PLANNING FOR LIBRARIES OF TOMORROW AT NINE REGIONAL GOVERNOR'S CONFERENCES

Judith Sutton, Patric Dorsey, Governor Martin, Pat Siegfried, Ella Scarborough, Joe Brown, Bob Cannon, Howard McGinn

AUGUST 5, GOVERNOR MARTIN PARTICIPATES IN FIRST REGIONAL CONFERENCE

On August 5, 1990, PLCMC Youth Services Director Pat Siegfried convened the one hundred and seventy-seven participants at this first Regional Governor's Conference.

"We face a conflict between the high-tech terminals and databases of today's information age and the books and papers of traditional literary collections. Our task is to mediate this conflict between the old and the new, to preserve the collections of the past and expand them to include access to the wide range of information available in the computer age. Without a doubt, the greatest weapon we wield in resolving this conflict is our libraries." said Governor James G. Martin at the first of nine regional Governor's Conferences on Libraries and Information Services held at the Public Library of Charlotte and Mecklenburg County (PLCMC).

Secretary of Cultural Resources Patric Dorsey, Chairperson for all ten Governor's Conferences on Library and Information Services charged the group with three tasks..."First to learn about North Carolina's Libraries and their importance in safeguarding our free society. Second to submit resolutions for the February 6, 1991 State Work Conference and third to elect delegates to that conference."

Charlotte City Council Member, Ella Scarborough addressed literacy needs of the state and encouraged the Governor and legislature to provide funding for library programs.

From the eight delegates elected at each regional conference, sixteen delegates and four alternates will be elected to represent North Carolina at the White House Conference in July of 1991.

Special thanks are extended to Bob Cannon, Director of PLCMC, and to PLCMC for their contribution of $2,500.

NCCU HOSTS SEPTEMBER 14, CONFERENCE

Assistant Durham County manager, Michael Palmer joined Conference Chairperson Pauletta Bracy in welcoming two hundred thirty participants to North Carolina Central University in Durham.

UNC-Chapel Hill, School of Library and Information Studies Dean Barbara Moran set the conference tone in "Rethinking Libraries for the 21st Century." She reminded us that "Libraries of all types are in the middle of what has been called a 'quiet revolution'. It is quiet because the signs of changes are subtle and not always evident. It is a revolution... because the changes will most surely affect all libraries from the largest research libraries to the public libraries in the smallest communities. Today's libraries are in a transition from manual to electronic systems... Information is being produced and stored in new forms... Most libraries are no longer self sufficient but are linked through electronic networks of various types... Libraries of all types have gradually moved away from an emphasis on acquisition to an emphasis on providing access to information from many sources..."

Moran also noted that the "...purchasing power of the U.S. dollar has fallen... [and that the library] acquisition rate has slowed dramatically...Forexample...**at UNC-Chapel Hill, despite the library canceling 15,000 subscriptions over the past few years the number of new books purchased since 1985 has declined 56%...**" North Carolina's major universities are the backbone of the interlibrary loan system. If they aren't buying materials – who is?

Michael Palmer

In conclusion she said that "Libraries have long been recognized as playing important roles in the educational, cultural and recreational aspects of individuals' lives, but now it is becoming more widely recognized that libraries also play an important role in economic development and industrial competitiveness as well. Libraries must continue to fulfill most of the functions they have always filled. At the same time, they must expand because as information agencies in an information age, there are new responsibilities they must undertake if they want to contribute their fullest to society."

(Pink Hill) Mayor Turner, (Kinston) Mayor Ritch, Howard McGinn, (Greenville) Mayor Jenkins, and Representative Jones

SEPTEMBER 21, NC REPRESENTATIVE WALTER JONES, JR. EXAMINE LIBRARY GOALS OF TOMORROW.

Carol Southerland, Chairperson of the Deep Run Conference welcomed 120 people to South Lenoir High School where Principal Thomas Salter introduced his former student teacher - NC Representative Walter B, Jones, Jr. to participants. Jones reminded NC citizens about the progress libraries have made over the last decade and encouraged us to make the next ten years as fruitful by making well thought out resolutions.

Larry Auld, Dean, School of Library and Information Studies, encouraged participants to turn "Dreams Into Resolutions." Auld stated that the first three areas to be addressed in resolutions are these:

1) "Recognition of the changing demographics of our country....We enjoy longer life spans, we have fewer children, and we have more older persons in our populations. At the same time, increasing numbers of our citizens belong to groups that we still call minorities, although these various minorities will soon become our majority... Sadly, these changes are accompanied by an increasing portion of our population who live in poverty...libraries are not in the business of solving our social and economic ills. We have other agencies, public and private, that are supposed to work toward solutions... But, libraries do have a responsibility for defining and serving our user population, and that population is changing."

2) Technology is upon us in ways that dwarf the impact of the Industrial Revolution. Not only is the impact greater, it is happening at a much greater speed. Libraries are already beginning to join this technological future, but we have only begun to feel the impact of the computer. **More than three-fourths of the impact of computers and associated electronic communications technologies on libraries is still to come!** If librarians and libraries are to survive in this future, we must use this technology effectively. At the same time, our technological applications must incorporate the humane values of equal opportunity of access, intellectual freedom and respect for the information handled."

3) "Finally, we are in desperate need of a national information policy. Over the years we have collected a miscellany of bits and pieces of policy. Even a cursory look at these pieces reveals opposing concepts (for examples free vs. fee distribution of information), obsolete practices (for example, our print-based copyright statutes that fail to come to grips with the technological ease of photocopying materials) and huge unresolved areas (for example the role of government in the creation of new information). So far, efforts to bring these together into an explicit, coherent policy have failed. **It is high time that we make a concerted effort to formulate a national information policy."**

OCTOBER 12, CONFERENCE CHAIR SYLVIA SPRINKLE-HAMLIN WELCOMED MORE THAN 200 PARTICIPANTS TO WINSTON SALEM

The Forsyth County Public Library, with financial assistance from the Forsyth County Library Association, and unprecedented publicity generated by the Community of Readers of Guilford County, hosted the largest group of general citizens to attend a conference.

Representative Esposito and Marilyn Miller

NC Representative Theresa H. Esposito encouraged the 200+ participants to promote libraries and let the public know what libraries have to offer to their communities.

Marilyn Miller, Chair, School of Library and Information Studies at UNC-Greensboro delivered a rousing keynote address. "Resolved: Libraries are Essential to the Nations's Well-being". She stated that "Freedom of Access to Information...remains a dreadfully complex issue as the decade of the nineties begins. Federal and state legislatures continue to develop and enact legislation that threatens First Amendment rights in the name of preserving decency or protecting children... I am sure that each of us in this room believes sincerely that a democratic society cannot exist without access to information. Information is not all factual. It includes the richness and variety of world literature that reflects the history of the human condition in all of its varieties of thought, beliefs and performance as well as the products of imagination and fantasy. Librarians have stood, and I hope, we will be able to continue to stand, as ferocious guardians... as **watch people in the night, to ward off the consequences of meddling with the freedom we cherish, to select what we will read, what we will listen to, and what we will view..."**

"...Professional library groups are concerned about the Paper Reduction Act of 1980 because of the resulting barriers to accessing government produced information. They are concerned about the Supreme Court's 1980 Thor Tax ruling...which mandated taxes on manufacturer's year-end inventories including the inventories of book publishers. The ruling resulted in problems for librarians charged with buying books. **In a 1986 survey, 57% of the publishers surveyed reported that they continue to dump books at the end of the year and reduce their press runs, especially on reference and scholarly research titles.** Children's and school librarians have great difficulty in stocking the classics and standard titles for children because books are allowed to go out of print and out of stock until a substantial demand has built up for reprinting."

"We must all be concerned with federal government's continued determination to privatize the nation's federal libraries which more than once has put delicate and sensitive, read classified, information into the hands of foreign nations and often into the hands of individuals unable to organize and manage collections. We must, as librarians and users of libraries, insist on the provision of equal and ready access to government information regardless of format. We must also be concerned that the government be alert to the need for regulation and pricing of large, complex, and international telecommunications systems. The capitalization costs of complex electronic technology are high. The costs are exacerbated by the recent mergers and acquisitions among the companies providing information in all forms and the globalization of business firms involved in information transfer. **Without protection and vigilance we are in danger of creating a society that is divided into the information haves and have nots -- separated by the ability to pay for and/or skill in using information.** In fact, equity of access may become the predominant issue of the nineties."

" In addition, we must be concernedwith development and application of copyright laws that protect intellectual property, while also ensuring equality of access. At the same time, we must be concerned with the protection of personal privacy in an age in which huge amounts of information can be collected, stored, and disseminated with relative ease."

OCTOBER 26, BRUNSWICK TECHNICAL COMMUNITY COLLEGE PACKS IN PARTICIPANTS

Reprsentive Redwine

Conference Chairperson Gorda Singletary, former trustee and friend of the New Hanover County Public Library, welcomed an overflow crowd of more than 160 people. Sharon Smith, Learning Resources Director, arranged for an overflow room where participants, who couldn't get into the packed conference room, viewed and participated via TV monitor in the library.

NC Representative David Redwine shared library experiences with the crowd, and Ben Speller, Dean of the NCCU School of Library and Information Services, delivered the keynote address, "The Role of Literacy and Libraries in Promoting Education and Productivity in a Democratic Society."
Speller stated that "Illiteracy is often at the root of unemployment, hunger, homelessness, sickness, teenage pregnancies, prison terms, loss of jobs, lack of promotions and a host of other social problems. Literacy contributes to the individual's ability to share in government and in the rewards of the economy. Libraries are major resources in promoting literacy. As sources of information and as a vital part of the education process, the social fiber of the community, libraries have a significant role in communication and learning... **There are a number of definitions of literacy--conventional literacy which refers to the ability to read, write and comprehend text on familiar subjects and to understand signs, labels, instructions and directions, and functional literacy which refers to the ability to communicate and communicate effectively** -- both written and oral. The emergence of a service related workforce which is driven by information has expanded the traditional concepts of literacy... Workplace literacy refers to a set of skills needed to perform a specific job... Current and future jobs will require more specialized and high problem solving skills... The workforce will definitely need higher levels of literacy. Conceptual levels which are now becoming more common are referred to as mathematical literacy, computer literacy, civic literacy, and cultural literacy... North Carolina must build and maintain a competitive workforce as a part of a set of related policies to increase productivity..."

Business and industry daily require vast amounts of information for research and development, competitive intelligence, market research, forecasting, improving customer services, training employees, understanding copyright, determining waste disposal alternatives and maintaining awareness of laws and regulations on a global, as well as national, state and local basis... Sources of information -- directories, annual reports, newspapers and journals, research literature, databases, microforms, government publications -- are growing at an enormous rate. The more information that becomes available, the less likely it is that users can easily obtain and keep at hand all of the information resources they need. Information overload is avoided or managed by systems of information science -- organizing, indexing and abstracting. Computers help people deal with large amounts of information; users rely heavily on people trained and experienced in accessing information. Libraries are cost-efficient procurers of information.

NOVEMBER 2, OVERFLOW CROWD HEARS CAMPBELL'S GOALS FOR A NATIONAL AGENDA

Jerry Campbell and Jean Hutton

Macon County Librarian and Conference Chairperson Cynthia Modlin welcomed an overflow crowd of 145 people to Franklin Conference. Higlights of the conference included presentations by NC State Senator Robert Carpenter and NC Representative Mary Kimsey and a visit by former US Congressman James Clarke. A resolution submitted by State Senator Hardin - Resolved: That the NC General Assembly appropriate funds for the establishment of a Revolving Loan fund to be administed by the office of State Library from which low interest loans could be made to local governments exclusively for funding the costs of capital improvements to public libraries in North Carolina. The loan would have to be repaid from non-advalorem tax revenues was passed in a slightly different form. In his keynote address, "Libraries in the '90s: Agenda for the Nation," Jerry Campbell, University Librarian and Vice Provost, Duke University included the following food for thought.

"We need...a fundamental change. Our goal for this nation should be nothing less than the democratization of knowledge, that is, the ability to make recorded knowledge and information available to all at an affordable price... In the context of the White House Conference, we who represent libraries can begin such a change. It is a beginning, if we only succeed in calling attention to this problem and placing it on the nation's agenda for seeking a solution. It is a better beginning, if we are able to suggest some means by which a solution might be sought."

"In this regard, I think one thing that we might do is ask Congress to undertake a fundamental review of the whole concept of copyright. Perhaps copyright, as now conceptualized, has lost its value in the cycle of knowledge. In the current environment, authors are typically required to relinquish their ownership of copyright to publishers in order to be published. Because of the absolute and length (50 years) protection currently provided by copyright, publishers are therefore, frequently able to acquire unrestricted rights to material at no cost and to command premium prices... But the fundamental purpose of publishing is not to enrich publishers. It is, rather, to disseminate knowledge. And yet, because of the protection of copyright and the resulting high prices of published materials, the dissemination of such materials may actually be diminishing."

"How might copyright be helpfully altered? I cannot address the very complicated question in great depth, but it is fun to begin to speculate. One alternative, for instance, might be to limit copyright protection for publishers to a much shorter period of time, say two years. This would permit the reasonably rapid and unrestrained reprinting of valuable material and interpose the possibility of price competition. Can you imagine how much our modern conveniences would cost if other forms of intellectual creation, like patents, extended for fifty years? Or in the case of strictly academic materials, since few academic authors receive royalties for their work, perhaps copyright, as we know it, should be abolished entirely in favor of the simple recording of intellectual provenance. Special arrangements might be made for those categories of academic materials for which authors do profit, like textbooks. Or, as yet a third option, for the sake of the health of this nations's education and research pursuits, perhaps copyright protection should not be extended to include electronic rights. Make it legal for us to use the technology at hand to share materials quickly and inexpensively..."

"A second action, that we might suggest, to begin to address the problem of too much knowledge at too great a cost is to urge our government to sponsor and promote the investigation of alternatives for publishing, especially the publishing of scholarly knowledge... Let us urge the government to use its existing programs and funds to explore possibilities for new and less costly publishing... Could or should financial incentives from existing funds be provided to universities to establish and test electronic publishing to be distributed in the emerging national network without copyright restrictions? **If universities redirect some of the tremendous resources currently expended on commercial publications, could they not, on their own, profitably publish the same materials and give the copies away?**

NOVEMBER 9, FIRST LADY DOROTHY MARTIN SPEAKS OUT FOR LIBRARIES

First Lady Dorothy Martin and Howard McGinn

Jim McKee, Regional Conference Chairperson welcomed about 130 participants to the beautiful new Caldwell County Library. Participants were challenged by First Lady Dorothy Martin to examine the accomplishments in libraries over the past ten years and to set a productive agenda for the '90s.

NCLA President, Barbara Baker posed questions in five areas - access, staffing, facilities, collections, funding and technology in her address, "Libraries for Literate and Productive North Carolinians."

Under access she asked "Do school children have the materials they need to fully explore the topics they have to learn in order to be literate and productive citizens of our communities? Do businesses have access to the kind of information that will allow them to perform well and to predict trends in the marketplace? Will students in our colleges and universities be able to use materials that will help them function in the world because they had access to those materials and the people that could show them how to obtain information?... Are libraries providing easy access to statewide and national computer networks that can allow users to be aware of materials available beyond the local collection?"

"Libraries say they are concerned about library staffing... Are we providing continuing training to keep library staffs up-to-date on the latest information resources?... Do the staff members have time to study trends and offer new services as the need becomes apparent? Facilities always rank high on the list of concerns of librarians. Are the facilities adequate for the number of users to be served or the numbers and kinds of materials to be collected?... Are library facilities accessible for all library users? Collections, what's in them?... Are the collections of books sufficient to serve all of the users of the libraries?... Are the new technologies, such as computer software and videotapes, represented in the collection?"

"Underlying some of these concerns and also listed as a concern is funding... Are all funding sources being utilized?... What materials will not be collected because they are just too expensive? Another concern...is the use of computer technology... Do computer systems need to be bought in cooperative efforts with several other libraries? Is computer training available for library staff members?

NOVEMBER 16 ELIZABETH CITY STATE UNIVERSITY CHANCELLOR JENKINS ADDRESSES GREETS LIBRARY SUPPORTERS

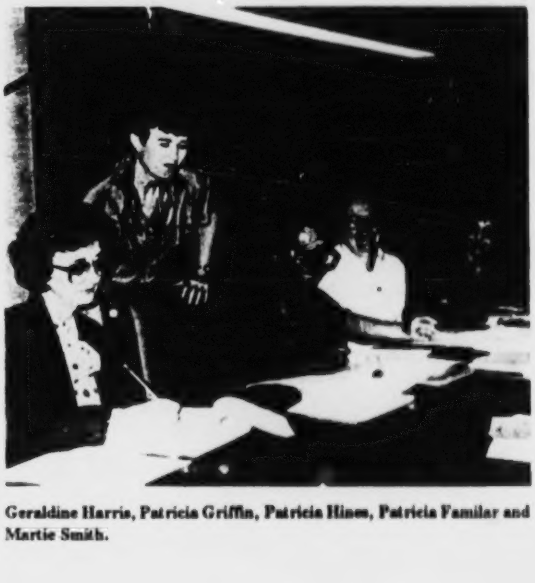
Chancellor Jenkins joined Mayor Odem in welcoming about 100 participants to the Elizabeth City State University Campus. He recalled the days when Dr. Speller worked with him and applauded Speller's accomplishments in the library field.

Patricia Hines, Conference Chairperson, joined Mayor Odem in being elected to the State Conference in Raleigh on February 6.

Ben Speller, Dean, School of Library and Information Services at North Carolina Central University, was the only person to deliver two keynote addresses. Speller listed the following issues for the Governor's Conference Delegates to consider.

"The preservation of library collections, continued funding of libraries, recruitment and education of a diverse ethnic population of librarians and support personnel continue to be critical. Equal access to complete, accurate and timely information for an increasingly diverse racial and ethnic population is vital to improving competitiveness in today's international economy and importing the productivity of the workforce. **Since a significant portion of the State's economy depends upon the health of small business, the Governor's Conference should consider how to deal with two disturbing trends that affect access to information: 1) privatization of government information, which increases costs to users and creates a dichotomy between the haves and the have-nots in free access to information; and 2) publishing data only in electronic format, which assists those with computer and telecommunications capacity but can diminish access to and use by the general public."**

These trends...suggest...consideration of the following to ensure library and information services for productivity: 1) Make the large quantity of research and report data stored in electronic format accessible throughout the State, with the accompanying need to support continued research, on high-speed, low-cost communications networks; 2) Further improve library networking to share resources and services and encourage corporate, government and other special libraries and information centers to participate in this networking; 3) Support public/private partnerships as Federal funding for library-related initiatives declines; 4) Recognize and encourage the role of librarians and information specialists in the globalization of information; 5) Ensure open access to government information to guarantee a democratic and economically sound society; and 6) Study and support library participation in education skills training... Information will continue to remain in this strategic position as a catalyst for economic growth and development in North Carolina communities well into the 21st century..."



Geraldine Harris, Patricia Griffin, Patricia Hines, Patricia Familar and Martie Smith.

DECEMBER 14 FORMER CULTURAL RESOURCES SECRETARY SARA HODGKINS DELIVERS KEYNOTE ADDRESS

Conference Co-Chairpersons Sandra Smith and Bill Bridgman encouraged active participation of more than 100 participants. Secretary Dorsey, sharing the podium with former Cultural Resources Secretary Hodgkins, not only challenged the participants to share their ideas but listed these ideas from earlier conferences:

The need for a statewide library card; A public relations campaign to help our citizens better understand services available; **Legislation for low interest funding for library facilities;** The need for an expanded statewide database of library holdings for all types of libraries; Support for the State Library and its Library for the Blind and Physically Handicapped; Support for preservation of library materials; Support for federal legislation for libraries and the need for more materials in native languages of foreign born citizens.

Sara Hodgkins posed the following issues for consideration in the form of questions.

1) How can libraries secure the necessary funding to best serve their patrons?
2) How can libraries throughout the state provide the same level of basic service so that every citizen has equal access?
3) How can we guarantee cooperation among various types of libraries?
4) How can we work together to insure the best library and information service for our children and young adults?
5) How can libraries best provide vital information for the business community?
6) What is the appropriate role for libraries in serving the latch key children and the homeless who come to libraries for warmth and security?
7) What is the appropriate role for libraries in the literacy effort?
8) How can automation and computer technology be used to make library and information services easier for the patron rather than making it more difficult?
9) How do we improve the image of libraries, librarians and the delivery of library and information services so that this recognition results in an increased willingness to fund library programs and improve salaries for librarians and support staff?"

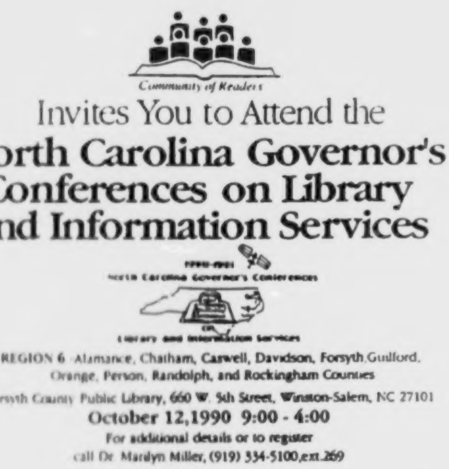
"Don't be discouraged - be encouraged! We have a fine heritage of library services on which to build - we have a success story to tell - we are meeting vital and important needs in today's global society and we already have strong support in our towns and cities across this great state. Our citizens need and want the services of professional librarians in their communities to organize and file important information for their easy access . You hold the keys to making it happen!..."

REGIONAL CONFERENCE PUBLICITY CHAIRPERSONS

Florence Gatten, Gatten Enterprises, is Publicity Chairperson for the Governor's Conferences. At her own expense, she attended all the conferences, created and shared press releases with committee chairpersons, mailed out press releases and offered general assistance. Governor Martin appointed her a member of the State Committee on Library and Information Services.

Charlotte - Susan Vaughan, Isothermal Community College
Durham - Mary Jane Germain, Centeral Regional Education Center
Deep Run - Susan Adams, ECU Center for Public Television and
    Sheila Mendoza, Elemhurst School Library
Winston-Salem - Suzanne Niver, Davidson County Library
Supply - Marsha Grove, Cumberland County Public Library
Franklin - Marina Catt, Qualla Boundary Public Library and
    Ronda Davis, Western Regional Education Center
Lenoir - Sharon P. Smith, McDowell Tech. Community College
Elizabeth City - Geraldine Harris, Chowan College
Rockingham - Sandra Smith, Union County Schools

From the GREENSBORO NEWS AND RECORD 10/7/90


Community of Readers
North Carolina Governor's Conferences
on
Library and Information Services

Invites You to Attend the
North Carolina Governor's Conferences on Library and Information Services

REGION 6 Alamance, Chatham, Caswell, Davidson, Forsyth, Guilford, Orange, Person, Randolph, and Rockingham Counties
Forsyth County Public Library, 660 W. 5th Street, Winston-Salem, NC 27101
October 12,1990 9:00 - 4:00
For additional details or to register
call Dr. Marilyn Miller, (919) 334-5100,ext.269

EXHIBITS

Regional Governor's Conference Exhibit Chairs:

Charlotte-Kathy Kiser, Catawba County Schools
Durham - Ellen O'Conner, Franklin County Public Library
Deep Run - Marian McLawhorn, Trustee, Sheppard Memorial Library
Supply - Michael Taylor, Pender County Library
Winston-Salem - Jeanette Smith, Forsyth Country Day School
Franklin - Shirley McLaughlin, Asheville-Buncombe Tech. Com. College
Lenoir - Jill Byerly, Northwest Reg. Area Health Ed. Center Library
Elizabeth City - Frances Gass, Camden High School
Rockingham - Alice Wilkins, Sandhills Community College

Former US Congressman James Clark joins participants at the Franklin Regional Governor's Conference to discuss library issues.

Exhibits added a glance at library services for participants and varied from as few as six to as many as twenty-one.

The following groups exhibited at the regional conferences:

- NC Library Association
  - Children's Services Section
  - Community and Junior College Section
  - Documents Section
  - Library Administrators and Management Section
  - NC Association of School Librarians
  - Public Library Section

- American Association of University Women
- Durham County Literacy Council
- Friends of NC Public Libraries
- League of Women Voters
- NC Area Health Education Centers
- NC Community Colleges Learning Resources Association
- NC Foreign Language Center
- NC Library for the Blind and Physically Handicapped
- NC Literacy Association
- C Preservation Consortium
- NC Public Library Director's Association
- NC Chapter, Special Libraries Association
- Southeastern Library Association

DELEGATES

The following delegates have been certified by Regional Delegate Selection Chairpersons as delegates for the 1991 Governor's Conference.

REGIONAL DELEGATE SELECTION COMMITTEE CHAIRPERSONS

Charlotte - Tom Bost, Salisbury, Citizen
Durham - Carolyn Beaman, Wilson Technical Community College
Deep Run - Willie Nelms, Sheppard Memorial Library
Winston-Salem - Barbara Anderson, Forsyth County Library
Supply - Gwen G. Jackson, Southeast Regional Education Center
Franklin - John Payne, Mars Hill College
Lenoir - Jessica McPhail, Northwestern Regional Library
Elizabeth City - Pat Familar, Albemarle Regional Library, Gates Co.
Rockingham - Nancy Roundtree Sandhills Community College

STATE DELEGATE SELECTION COMMITTEE

Pauletta Bracy, NC Central University
Dale Cousins, Wake County Public Library
Pam Doyle, NC Dept. of Community Colleges
Anne Marie Elkins, NC Dept. of Cultural Resources, State Library
Mary Jane Germain, Central Regional Education Center
Floyd Hardy, Shepard Library, NC Central University
Elizabeth Laney, UNC-Chapel Hill, Library School Library
Myrtle McNeill, Durham City Schools
Ted Waller, Campbell Library, Meredith College

Durham elected delegate George Brett speaks out in the open forum.

DELEGATES

ELECTED DELEGATES

General Public

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704/437-6335

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Vivian Sardeson
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Elon College, NC 27244
919/584-6911

Suzanne Bunn
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Bryson City, NC 28713

John Childers
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Greenville, NC 27858
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John W. Clark
602 Holly Hill Drive
Columbus, NC 28722
704/894-8120

Irene P. Hairston
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Witt Clarke, Secretary/Treasurer
Josephus Daniels Charitable Foundation
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Campbell University
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Phillip Kirk, Executive Director
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NC Senator Betsy L. Cochrane
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NC Rep. Milton F. Fitch, Jr.
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RESOLUTIONS

The following resolutions were passed in the citizen and government official categories at the first eight regional conferences. If a resolution was worded similarly or very closely to one passed at another conference the resolution only appears one time. Resolutions passed in the librarian and currently active library supporter (friends and trustees) categories are available if you send your request and a stamped self addressed envelope to Vicki Wheeler, State Library of NC, 109 East Jones Street, Raleigh, NC 27601-2807.

Participants in each of the four categories were allowed to suggest nine resolutions. That is they could formulate up to thirty-six resolutions at each conference. Independently, they could come up with three resolutions important at the local, state and national level. Not every group had nine resolutions. Most groups did not place the resolutions in the local, state and national categories. To facilitate the review process, the resolutions are grouped in other categories: i.e., Access, NC General Assembly, Federal Government etc. Some resolutions could have been placed in more than one category.

REGIONAL RESOLUTIONS CHAIRPERSONS

Charlotte - Carl M. Short, Jr., Friend, Rowan County Library
Durham - Barbara Best-Nichols, Lord Corporation Library
Deep Run - Harriet Metcalf, Ward and Smith, PA Library
Supply - Blanchella Casey, Seymour Johnson Air Force Base Library
Winston-Salem - James Jarrell, Bennet College
Franklin - Richlyn Holt, III, Trustee, Haywood County Library
Lenoir - Richard Barker, Appalachian State University
Elizabeth City - Martie Smith, Pettigrew Regional Library
Rockingham - Jim Govern, Stanly County Library

STATE RESOLUTIONS COMMITTEE

Jim McKee, Caldwell County Library
Kate Blackburn, Trustee, Stanly Co. Library
Karen Doll, Caldwell County Library
Diane Kester, East Carolina University
Mary McAfee, Forsyth County Library
Howard McGinn, State Library of NC
Willie Nelms, Shepard Memorial Library
Ellen O'Conner, Franklin County Library
John Payne, Mars Hill College
Nona Pryor, Archdale-Trinity Middle School
Dav Robertson, National Institute of Environmental Health Sciences
Karen Tolbert, Caldwell County Public Library

Chet Jarman, Trustee, Shepard Memorial Library facilitates discussion for the Deep Run Citizens small group session as they turn issues into resolutions.

CITIZEN AND GOVERNMENT OFFICIAL
RESOLUTIONS FROM EIGHT REGIONAL GOVERNOR'S CONFERENCES

CITIZEN RESOLUTIONS

ACCESS

Resolved: That the Kurzweil reader machine be made available to the blind and visually handicapped population of North Carolina by securing federal funds to purchase one in every North Carolina county with a population of over 100,000.

Resolved: That public and academic libraries be allowed access to government public information data bases.

Resolved: That service to the blind and physically disabled be expedited to include greater variety of materials, faster service, and utilization of all producers of appropriate materials.

Resolved: That local government should establish a priority to provide the means for non-traditional users of libraries to gain access through bookmobiles, summer use of school libraries, and computer networking.

Resolved: That local governments encourage library boards and other official bodies to cooperate by sharing materials and services within the community including the use of computer networks.

Resolved: That libraries offer free access to information to users.

Resolved: That libraries of all types establish consistent policies for interlibrary loan charges, making fees for borrowing materials minimal.

BUSINESS

Resolved: That library service to business be developed and promoted in all libraries to meet the economic development needs of the community served.

FEDERAL PROGRAMS

Resolved: That the federal government (specifically the National Endowment for the Humanities) make funds available for implementing preservation programs on a statewide level.

Resolved: That the federal government rewrite the copyright infringement regulations to reduce restrictions on information dissemination.

Resolved: That the current copyright law be re-evaluated to reflect the new electronic age and that the Office of Technology Assessment Report, "A Bill of Rights for Electronic Citizens" by Connoly, Gilbert, and Lyman be used as a basis for the re-evaluation.

Resolved: That the federal government maintain support for the blind and physically handicapped through the Library of Congress.

Resolved: That TITLE 44 of the UNITED STATES CODE ensuring access to public information to U.S. Government information be adequately funded and enforced.

Resolved: That the Congress of the United States be urged to appropriate increased funding for LSCA, ECIA, and HEA to insure improved quality of public, school and academic library services.

Resolved: That the federal government, through the National Endowment for the Humanities, fund implementation programs for statewide preservation of library materials.

Resolved: That the federal government repeal the book inventory tax.

Resolved: That the Congress and appropriate federal and state agencies develop and put into place a sophisticated multi-media public awareness marketing campaign to inform the public of what is available at libraries and what libraries need.

FUNDING

Resolved: That categorical funding for sophisticated technologies in schools be supplemented at the national and state levels.

Resolved: That increased funding be sought for networking among all types of libraries.

Resolved: That more funding for school libraries be provided to encourage interest of children in education.

Resolved: That adequate and equal funds be provided for all schools and public libraries.

Resolved: That the necessary funding be provided at the national and state levels to ensure purchasing of adequate technological equipment and materials for the training or retraining of persons who will be required to maintain an adequate and responsible workforce in North Carolina in the 90's and into the 21st century.

LIBRARIAN EDUCATION

Resolved: A. L. A. accredited library programs shall be made available in North Carolina.

LITERACY

Resolved: That incentives be developed to encourage interagency partnerships and collaboration in the development of programs to serve illiterate adults.

Resolved: That public libraries, community colleges, and literacy councils work together to coordinate local literacy programs.

Resolved: That the State Commission on Literacy designate public libraries as initiators of community literacy coalitions to reach needy adults with alternative methods of teaching.

Resolved: That the state of North Carolina recognize there are many effective ways to address adult literacy in addition to community college programs and that funds be made available to non-profit organizations, libraries, schools and other organizations involved in adult literacy projects. Funds would be for materials, training and program administration.

NC GENERAL ASSEMBLY

Resolved: That there should be legislative action to mandate and support at least minimum standards to support public library services in North Carolina counties as a part of the total educational process.

Resolved: That the North Carolina General Assembly mandate the placement in each regional library of northeastern North Carolina microfilm machines capable of making copies on demand of any material available on microfilm.

Resolved: That the North Carolina General Assembly more adequately fund the State Library of the Department of Cultural Resources, the purpose of which is to provide better consultation and assistance to public libraries across the state.

Resolved: That the North Carolina General Assembly take steps to insure the availability of information from electronic sources to all citizens of the state regardless of ability to pay.

Resolved: That the North Carolina General Assembly restore full funding of the Basic Education Program.

Resolved: That the State Legislature expedite service to the blind and physically disabled by reducing the time it takes to receive requested materials and broadening the selection available.

Resolved: That the State Legislature mandate a communication mechanism so that information affecting libraries can and will be expeditiously exchanged.

Resolved: That the State establish and fund a plan that will arouse pre-school and school students interested in math and science by providing more visual materials and realia.

Resolved: That the North Carolina General Assembly assure that library resources of all libraries in the state are listed on computer format so that the total library resources of the state are known and thus available to all citizens.

Resolved: That the North Carolina General Assembly mandate the funding for public libraries in North Carolina.

Resolved: That the North Carolina General Assembly allocate state funding for the North Carolina Foreign Language Center's operating budget.

Resolved: That the North Carolina General Assembly give greater support to the North Carolina Library for the Blind and Physically Handicapped.

Resolved: That the North Carolina General Assembly give increased funding to support literacy education through local libraries.

Resolved: That state funds reimburse local libraries for the cost of voter registration.

PUBLIC LIBRARIES

Resolved: That computers and software in public libraries complement school use.

Resolved: That local libraries establish a Board of Trustees and that they meet on a regular basis.

Resolved: That North Carolina public libraries should expand their services to include programs, materials, and information services and staff expertise necessary to reflect and meet the needs of the state's multi-ethnic society, and all North Carolinians should have access to library materials and information necessary to learn foreign languages as the need for foreign language literacy increases in both the business and personal arena, and the North Carolina General Assembly should allocate state funding for the North Carolina Foreign Language Center's operating budget. The funds should be administered under the direction of the North Carolina Division of State Library.

Resolved: That the public library system put a priority on recruiting children's librarians and aggressively involve children of the community in programs that will encourage them to read.

Resolved: That all county libraries strive to include a meeting room in any future building plans, to provide meeting space for the public, and in return, provide exposure to the public for the library.

Resolved: That public libraries enhance their services by soliciting volunteers from, and coordinating with, local church groups; by providing weekend hours; by creating partnerships between schools and public libraries; by having more paraprofessionals; and by presenting programs for children age 2 and up which teach positive learning skills appropriate to the age.

Resolved: That the NCLA Public Library Section ensure that one representative in each county have written, accurate, up-to-date information about the role of the library, to communicate to the commissioners and/or people that handle funding for the libraries.

PRESERVATION

Resolved: That all libraries in the state of North Carolina and all library associations recognize and address the issue of preservation of library collections. Further, be it resolved, that these libraries and library associations will work with the N.C. Preservation Consortium to develop a statewide preservation plan.

PUBLIC RELATIONS

Resolved: That local governments provide support for marketing of library services utilizing media, Friends of the Library, and professional members of local boards and agencies.

Resolved: That the Public Library Section of the North Carolina Library Association and the North Carolina Press Association work together to promote public library services and find ways of mutually supporting one another in the dissemination of available databases in the North Carolina Information Network.

Resolved: That public libraries be promoted in the media by a section to be included in the local newspaper for library news, and by a 30-second PSA on national television.

SCHOOLS

Resolved: That every school media center be provided with a direct telephone line for networking and telecommunications.

Resolved: That the Public Schools and the Department of Instruction have better coordination with the public library on the state level.

Resolved: That a summer program be provided at various school libraries, run by parent volunteers, to be an addition to summer programs at public libraries.

Resolved: That school libraries in areas without public library services remain open year round.

STATE LIBRARY

Resolved: The state will continue to adequately fund the Summer Reading Program for all public libraries and school libraries through the Department of Cultural Resources.

Resolved: That the state will continue to provide a Youth Services Consultant position in the State Library, Department of Cultural Resources.

Resolved: That all [state] library systems reach out to internationals by offering native language resources and by developing interstate networks for materials.

GOVERNMENT OFFICIALS RESOLUTIONS

ACCESS

Resolved: That access to the General Assembly's Legislative Update Database be provided to county and municipal governments through public libraries.

Resolved: That libraries offer free access to information to users; however, when fees are necessary, charges will be kept to a minimum.

Resolved: That a regional library clearinghouse be established in northeastern North Carolina enabling all area libraries to share resources to benefit the citizens of our area.

Resolved: That information for local governments be available from libraries.

Resolved: That because access to government publications is essential to the operation of a democratic republic and a free, self-governing people, the President and the Congress of the United States must take every step necessary to support and strengthen the Depository Library Service of the United States Government Printing Office, and make absolutely certain that all U.S. Government "publications," no matter what the format, are made available to the American public through the depository library service.

Resolved: That the definition of federal government publications be broadened to include both print and non-print materials, the latter of which includes microforms, audiovisuals, online databases, electronic information products and related materials. Further, that these products should be available through the State and Federal Depository Library Program.

Resolved: That the State of North Carolina must take every step necessary to support and strengthen the Depository Library Service of the State Library of North Carolina, and make certain that all North Carolina government publicly-funded information (no matter what the format) is made available to the North Carolina public through the Depository Library Service.

Resolved: That library materials and information services should be made available to the public at no charge and where user fees are unavoidable such charges should be kept to an absolute minimum, preferably below cost.

BUSINESS

Resolved: That library service to business be developed and promoted in all libraries to meet the economic development needs of the community served.

COOPERATION

Resolved: That public schools and public library systems be encouraged to cooperate in coordinating resources for student use.

Resolved: That incentives be developed to encourage interagency partnerships and collaboration in the development of programs to serve community governmental, business and educational information needs.

Resolved: That local government and libraries formulate a policy that incorporates and actively seeks volunteers because of increased demand for public library services. These volunteers can perform a variety of tasks to support and to supplement the services of the trained library staff.

FEDERAL GOVERNMENT

Resolved: That postal rates for library materials and telecommunications charges for libraries to access electronic media be kept to an absolute minimum.

FUNDING

Resolved: That publicly funded libraries be assured of adequate and ongoing financial resources for staff, materials and services.

Resolved: That categorical funding for sophisticated technologies in schools be supplemented at the national and state levels and that funding priorities be given to institutions which are sharing networking resources.

Resolved: That funds be available so that all libraries (school, academic, public, and special) may access information and make technology available, to encourage interaction.

Resolved: That in considering critical needs of libraries and increases in population, local government funding agencies continue to expand funding for libraries to meet minimum standards.

Resolved: That high school libraries should be funded by the Department of Public Instruction in order to become active participants in statewide networks, including the North Carolina Information Network.

Resolved: That Funds should be made available to provide information to support small business development and local economic development.

Resolved: That funds should be made available to provide and market information to support small business development and local economic development.

Resolved: That the federal, state, and local governments devise an equitable continuous source of funding to ensure a basic standard of public library service in every county in North Carolina.

LITERACY

Resolved: That school media centers encourage and enhance literacy through printed materials and the latest technology through state and federal categorical funding.

NC GENERAL ASSEMBLY

Resolved: That the North Carolina General Assembly appropriate funds for the establishment of a "Revolving Loan Fund" to be administered by the Office of State Library from which low interest loans could be made to local governments exclusively for funding the costs of capital improvements to public libraries in North Carolina. The loan would have to be repaid from non-advalorem tax revenues.

Resolved: That the North Carolina General Assembly annually appropriate funds for the construction, expansion or renovation of public library buildings, to be administered by the Department of Cultural Resources, Division of State Library.

Resolved: That the North Carolina General Assembly create a program to provide a permanent source of funding for public library construction to assist local county and municipal governments.

Resolved: That the North Carolina General Assembly more adequately fund the State Library of the Department of Cultural Resources, the purpose of which is to provide better consultation and assistance to public libraries across the state.

Resolved: That the General Assembly and the General Administration of the UNC system make the funding for libraries a priority at a level sufficient to avoid the deterioration of the quality of services and national standing.

Resolved: That the North Carolina General Assembly revise and expand existing legislation to mandate county, regional and municipal public libraries, detailing service, parameters, resources, governance, staffing, financing, facilities and other pertinent matters.

Resolved: That the North Carolina General Assembly mandate the placement in each regional library of northeastern North Carolina microfilm machines capable of making copies on demand of any material available on microfilm.

Resolved: That the General Assembly give greater financial support for both the NC Library for the Blind and Physically Handicapped and public libraries, to increase staff and materials to benefit readers with visual or physical limitations.

Resolved: That the North Carolina General Assembly assure that library resources of all libraries are listed in computer format so that the total library resources of the state are known and thus available to all citizens.

Resolved: That the State of North Carolina establish a Basic Library Plan which would bring all state funded libraries to an acceptable standard level. The plan should be designed to make North Carolina competitive in education, economic development and access to information in ten years and should be fully funded. The plan should include: 1) materials; 2) staffing and salary; 3) services; 4) access. The General Assembly should identify a source of revenue that will guarantee adequate funding for public library service.

Resolved: That the North Carolina General Assembly fully fund the Basic Education Plan's specific provision for media coordinators.

Resolved: That the General Assembly continue to provide resources to serve the visually and physically handicapped through the State Library's Library for the Blind and Physically Handicapped.

Resolved: That the General Assembly appropriate sufficient resources to the Division of State Library to inform the public about library and information services.

Resolved: That the General Assembly consider legislation to provide scholarships for deserving students to attend graduate library and information science programs with the obligation to work in a North Carolina public library for four years following graduation.

Resolved: That the General Assembly identify a source of revenue that will guarantee adequate funding to at least minimum standards for all public library service.

Resolved: That the North Carolina General Assembly assure that library resources of all libraries in the state are listed in computer format so that the total library resources of the state are known and thus available to all citizens.

Resolved: That the North Carolina General Assembly mandate a specific source for library funds.

PRESERVATION

Resolved: That all libraries in the state of North Carolina and all library associations recognize and address the issue of preservation of library collections. Further, be it resolved, that these libraries and library associations will work with the N.C. Preservation Consortium to develop a statewide preservation plan.

Resolved: That a firm policy be adopted specifying the use of alkaline papers for all publications designed to last for more than a few months or years.

STATE LIBRARY

Resolved: That State Library work with public and community college libraries to develop a statewide library information marketing plan.

Resolved: That the State Library work with regional, county and municipal library systems to develop a statewide library card.

Resolved: Expand the Microcomputer Center of North Carolina concert interactive TV system to Western Carolina University.

Resolved: That State Library work with the University of North Carolina General Administration to offer college credit and continuing education programs at Concert sites at the University of North Carolina at Asheville and at Western Carolina University.

Resolved: That local libraries place emphasis on outreach programs to the elderly and handicapped through the Division of State Library for the Blind and Physically handicapped.

NORTH CAROLINA PRESERVATION CONSORTIUM, INC.

One of the newest organizations in the state is the North Carolina Preservation Consortium, Inc. (NCPC), dedicated to the preservation of North Carolina's documentary heritage. At an organizational meeting in Durham on June 7, 1990, nearly seventy librarians, archivists, administrators, conservators and others came together to cooperatively address the problem of disintegrating records and crumbling collections. By-lays were adopted and officers elected. They include: President Dr. Benjamin Speller, Dean of NC Central University School of Library and Information Science; Vice President, Connie McCarthy, Assistant University Librarian, Duke University; Secretary, David Moltke-Hansen, Curator, Manuscripts Dept., UNC-Chapel Hill; and Treasurer, David Olson, State Archivist, NC Division of Archives and History.

Soon after its incorporation, NCPC was awarded a statewide preservation planning grant from the National Endowment for the Humanities. The Consortium is currently developing a series of programs to be held throughout the state in the coming year to solicit information and advice from all concerned as to the state's preservation needs. This process will result in a statewide preservation planning document of goals and priorities to serve as a blue print for future action in the state. All are invited to participate in the process.

The Consortium seeks your advice and suggestions - at its forthcoming forums soon to be announced. For more information, contact Harlan Greene, Preservation Coordinator, NCPC, c/o Division of Archives and History, 109 East Jones Street, Room 303, Raleigh, NC 27601-2807; or call 919/733-7305 -**Harlan Greene**

North Carolina
Foreign Language
Center

Moses Chan, NC Foreign Language Center and Harlan Greene, NC Preservation Consortium exhibit and speak out at the regional conferences.

KIDS NEED LIBRARIES

Virginia Mathews, Judith Flum, and Karen Whitney on behalf of the three youth-serving divisions of the American Library Association: American Association of School Librarians, Association for Library Service to Children, Young Adult Services Division prepared the document KIDS NEED LIBRARIES for the use of White House Conference delegates. The following excerpts are taken from that publication.

National Proposals Recommended for Action at the Second White House Conference on Library and Information Service.

Enact a school library services title or act to:

- Establish an office within the U.S. Department of Education responsible for providing leadership to school library media programs across the nation.
- Create federal legislation to provide demonstration grants to schools for teacher and school library media specialist to design resource based instruction activities that provide opportunities for students to explore diverse ideas and multiple sources of information.
- Establish grants to provide information technology to school library media centers.

Enact a public library children's services title or act to include:

- Demonstration grants for services to children.
- Funds for parent/family education projects for early childhood services, involving early childhood agencies.
- Funds to work in partnerships with daycare centers and other early childhood providers to offer deposit collections and training in the use of library resources.

Enact a public library young adult services title or act to include:

- Demonstration grants for services to young adults.
- Funds for youth at-risk demonstration grants, to provide outreach services for young adults on the verge of risk behavior as well as for those already in crisis, working in partnership with community youth-servicing agencies.
- Funds for a national library-based "Kids Corps" program for young adults to offer significant, salaried youth participation projects to build self-esteem, develop skills, and expand the responsiveness and level of library services for teenagers.

Create federal legislation to fund the development of partnership programs between school and public libraries to provide comprehensive library services to children and young adults.

Establish and fund a national research agenda to document and evaluate how children and young adults develop the abilities that make them information literate.

Require categorical aid for school library media services resources in any federal legislation which provides funds for instructional purposes.

Develop legislation to establish a nation-wide resource sharing network that includes school library media programs as equal partners and ensures that all youth have access equal to that of other citizens to the nation's library resources.

Develop federal legislation to fund school and public library demonstration intergenerational programs that provide meaningful services (such as tutoring, leisure activities, sharing books, ideas, hobbies) for latchkey children and young adolescents as AARP, which address the interests and needs of senior citizens.

Enact federal legislation to fund family demonstration literacy programs that involve school and public libraries and other family serving agencies.

Create legislation to fund discretionary grants to library schools and schools education for the development of collaborative graduate programs to educate librarians to serve children and young adults.

READING IS FUNDAMENTAL

Reading is Fundamental - RIF - is a national, non-profit reading motivation program, founded in 1966. The goal of the RIF program is simple - to motivate children to read. There are other programs in existence which get children to read, by offering rewards for reading a certain number of books for instance. Children in these programs read to earn external rewards. The RIF program is designed to motivate children to want to read - for their own enjoyment rather than for a prize. RIF operates on the principle that reading is more than a skill. It can, and should be, a pleasure. If children can be encouraged to read for the sheer love of reading, then we know their chances for becoming skilled readers are much greater.

The key to changing the high illiteracy rate is prevention. We can build a literate tomorrow - by getting kids excited about reading today. And RIF is designed to do just that.

RIF gets children into books with a simple device: it lets them choose the books that interest them and it lets them keep the books as their own. Freedom of choice and pride of ownership are paramount in RIF's success. Freedom of choice means that the child gets a book that genuinely interests him. Pride of ownership means that the child is more likely to read and to value the reading of his book. And once children begin to read, especially books of their own choosing, they find that reading is fun, and not just work.

How does a RIF project work? RIF projects are organized on the local level. Volunteers organize the project and raise the money. Projects get Federal matching funds for the purchase of books at a special discount price. Each project chooses the books for its children and distributes them. At the same time, motivational activities are also provided to stimulate children's interest in reading. In addition, projects make an effort to involve parents in supporting their children's reading efforts at home.

Does RIF work?

Yes! RIF IS making a difference in the lives - and futures - of our nation's children. Where RIF is at work, children read more.
Their reading proficiency grows and their attitudes toward reading and learning improve. For more information contact: RIF, Smithsonian Institution, P.O. Box 23444, Washington, DC 20026.

-Cal Shepard, State Library

PEOPLE AND EVENTS

.....**Lester Asheim,** UNC-Chapel Hill has endowed a new scholarship fund for the benefit of graduate students in the School of Information and Library Science at UNC-Chapel Hill with $30,000. Scholarships will be awarded beginning with the 1991-92 academic year......

.....**Jackie Beach**, Director, Edgecombe County Public Library has been elected 1991 President of the NC Public Library Director's Association.....

.....**Elsie Brumback,** Director of Media and Technology, NC Dept. of Public Instruction received the NCASL 1990 Mary Peacock Douglas Award for outstanding contributions to school library development in NC.....

.....Upon completion of his Ph.D. at UNC-CH, **Robert Burgin** has been promoted to Assistant Professor at NC Central University. With Patsy Hansel (Williamsburg, Virginia) he co-authors a bi-monthly column on library management that appears in WILSON LIBRARY BULLETIN. The Winter 1990 issue of LIBRARY AND ARCHIVAL SECURITY contains a Burgin & Hansel article on overdues.....

.....**Tracy Casorso,** NCSU Libraries, made a presentation on the NCSU Libraries' joint project with the National Agricultural Library to the Fee-Based Information Series Centers in Academic Libraries (FISCAL) Discussion Group at the ALA Annual conference in Chicago.....

.....**Melanie Collins**, Director, Harnett County Public Library is Secretary of the 1991 NC Public Library Director's Association.....

.....**Jinnie Y. Davis**, Assistant Director for Planning & Research, NCSU Libraries, was guest editor of the "Performance Measures in Libraries" issue of NORTH CAROLINA LIBRARIES.....

.....**Sumner S. Finch**, Trustee for Davidson County Public Library has received the 1990 Library Trustee of the Year Award from the NC Public Library Director's Association.....

.....**Vergie Cox**, Head of Media Evaluation Services, NC Department of Public Instruction retired after 40 years distinguished service. Cox developed the first materials examination center in the country into a computer lab where microcomputer software is evaluated and recommend for purchase......

.....**Mary France Rich Crymes**, Reference Librarian for the Public Library of Charlotte and Mecklenburg County died on November 25, 1990. Sympathy is extended to her family and friends......

.....The East Campus Library of **Duke University** will become the **Lilly Library** in honor of the Lilly family and Ruth Lilly, who recently gave $2.5 millon for renovations, refurbishing, books and other projects. The Indianapolis native and great-granddaughter of the founder of Eli Lilly & Co. made the gift in honor of family members who have attended or are attending Duke.....

.....**Sally Ensor**, Assistant Section Chief, Cataloguing Branch, State Library was appointed archivist for the NC Special Libraries Association.

.....**Barbara Glick** of Ahoskie received the 1990 NCASL Garret Ed. Corp. $500 scholarship. She is enrolled in library media program at ECU and plans to become an elementary or middle school media coordinator.....

.....The **NCSU, D. H. Hill Library's,** new addition opened on October 1, 1990. The new tower adds almost 79,000 square feet of usable space to the libraries and will provide shelving for 500,000 volumes and seating for 900 users. The 1990 Class of NCSU raised $110,000 as its class gift to create and endow a state-of-the-art computing instructional facility for the library. The facility will include work stations, labs, teleconferencing facilities, and a consultation room.....

.....Wilkes County Librarian **Jane Hobbs** retired in September 1990 after 15 year service with the Appalachian Regional Library.....

.....**Cynthia Levine**, Reference Librarian, NCSU Libraries was the author of "Selective Bibliography on Library performance Measures," NORTH CAROLINA LIBRARIES, Fall 1990.....

.....**Ann Phillips** of Windsor received a $1,000, 1990, NCASL scholarship. She will attend ECU and plans to become a high school media coordinator.....

State Librarian **Howard McGinn** receives Library Director of the Year Award from NCPLDA President Phil Ritter

....**Loretta Mershon**, NCSU Libraries is secretary of the Capital Area Library Association....

.....**David Paynter**, Director, New Hanover County Public Library is the 1991 Treasure of the NC Public Library Director's Association.....
.....The **Kathleen Price and Joseph M. Bryan Family Foundation** of Greensboro has announced it will provide a grant of $2,600 to place THE ARTS JOURNAL in each of the 351 public libraries across North Carolina for one year. Published in Asheville, the JOURNAL promotes the visual, performing and literary arts in North Carolina and is published by the North Carolina Arts Council.....

.....**John Pritchard,** is Vice President/President Elect of the NC Public Library Director's Association.....

.....The Main branch of the **Public Library of Charlotte and Mecklenburg County** is featured in several articles in the July 1990 issue of ARCHITECTURE MAGAZINE.....

.....The NC Public Library Director's Association announces the following Outstanding Program Awards to the following libraries: **Caldwell County Library** - remodeled headquarters building; **Catawba County Library** - remodeled St. Stephens Branch Library; **CPC Regional Library** - new Bogue Banks Branch Library; **Cumberland County Public Library** - children's program "Go Wild For Books"; - young adult program "Tune-In"; - public relations program "Clifdale Branch ground breaking; **Durham County Library** - staff development program "Personal Safety Skills"; **Franklin County Library** - adult program "Night of a 1,000 Stars Broadcast; **Gaston-Lincoln Regional Library** - adult program "The Gazette Shoot-Out"; - service innovation "Cradle Call to Reading"; **Rowan Public Library** - children's program "Reach for the Stars With A Book"; - public relations program "TLC: The Library Catalog"; **Neuse Regional Library** - service innovation "CD ROM - Telefax Network"; **Sandhill Regional Library** - remodeled Hamlet Public Library.....

.....The following **NCSU Libraries** staff members made presentations at the October 1990 SOLINET Users Group Meeting: Walter High, Charles Gilreath, Tracy Casoroso, and Katheleen Brown.....

.....**David L. Ricketts**, Superintendent of McDowell County Schools, was presented the 1990 Administrator of the Year Award by the NC Association of School Librarians at the Department of Public Instruction Summer Leadership Institute in Wilmington on July 18. He was recognized for his outstanding leadership in ensuring a quality media program in McDowell County Schools. He has made financial support for media programs a top priority and encouraged the use of technology in media centers for management as well as instructional purposes. Dr. Ricketts believes that "our library media program sets the tone for the school's instruction program.".....

.....The Carolyn Palmer Media Coordinator of the Year Award was awarded at the 1990 NCASL Conference to **Vicki Stanfield**, Media Coordinator for Piney Grove Elementary School in Winston-Salem/Forsyth County Schools for her creative and innovative approaches to ensure that the media program is an integral part of the total instruction program of her school.....

.....**Diane Wheeler Strauss**, Head, Business Administration/Social Sciences Reference Dept., UNC-Chapel Hill is the first recipient of the Gale Research Award for Excellence in Business Librarianship. She is being honored for her contributions as librarian, author, teacher and professor to the field of business reference librarianship.....

.....**Elinor Swaim** was elected alternate to the National Commission on Library and Information Science Executive Committee. Commissioner Swaim is member and past chairperson of the State Library Commission.....

.....**John E. Ulmschneider**, Assistant Director for Library Systems, NCSU Libraries was co-author of "Performance Measures for Online Systems," NORTH CAROLINA LIBRARIES, Fall 1990.....

.....**University of North Carolina Press** is the winner of the 1990 Dartmouth Medal for the Encyclopedia of Southern Culture edited by C. Wilson and W. Ferris of the Center for the study of Southern Culture at Univ. of Mississippi. The Medal is presented by ALA's Reference and Adult Services Association and donated by Dartmouth (NH) College.....

.....**Yancey Public Library**, a branch of the Avery Mitchell Yancey Regional Library is officially listed with the National Register of Historic Places effective March 29, 1990. The Library is located in the old Citizens Bank Building which was built in 1927 and reflects Renaissance Revival architecture.....

Florence Gatten

......**Florence Gatten**, Marketing Consultant with Gatten Enterprises explains the importance of letting the public know the services available at the library at the Durham Governor's Conference. She works closely with the **Greensboro Public Library** which recently won the John Cotton Dana Award. Sandy Neerman, Steve Summerford and Mary Kit Dunn have taken the message of Greensboro Public Library's "Community of Readers Program" across the country.

Regional Governor's Conference Special Invitations Chairs:

Charlotte-**Gail Silkstone**, Friend of the Gaston County Library
Durham - **Sylvia Zack**, Vance-Granville Community College
Deep Run - **Ed Shearin** ,Carteret Community College
Supply - **Robert Hudson**, Sampson Community College
Winston-Salem - **Mary Kit Dunn**, Friends, Greensboro Public Library and
Willie Kennedy, Friends of the Forsyth County Public Library
Franklin - **Wendell Lovingood**, Southwestern NC Economic Development Comm.
and **Carl Moore**, Clay County Manager
Lenoir - **Mike King**, Trustee, Northwestern Regional Library
Elizabeth City - **Brenda Lewis**, Northeast Regional Education Center
Rockingham - **J.A. Killiam**, Trustee, Sandhill Regional Library and
Perry White, Friend, Lee County Library

The White House Conference On
Library And Information Services
1991

Regional Governor's Conference Registration Committee Chairs:

Charlotte-**Norma Deese**, Southwest Regional Education Center
Durham - **Davenport Robertson**, Notional Institute of Environmental Health Sciences
Deep Run - **Jane Griffen**, BHM Regional Library
Supply - **Carol Vietch**, Onslow County Library
Winston-Salem - **Marilyn Miller**, University of NC at Greensboro
Franklin - **Anita White Carter**, University of NC at Asheville
Lenoir - **Kaylene Keen**,Deyton Primary School and
Robin Rhodes, Roaring River Middle School
Elizabeth City - **Patricia Griffin**, Roanoke Bible College
Rockingham - **Norma Caddell**, South Central Regional Library

State Conference Registration Committee

Penny Hornsby, State Library, Chairman
Marion Johnson, Wake County
Marge Lindsey, Wake County
Pat Siegfried, Public Library of Charlotte & Mecklenburg Co.

LIBRARY APPOINTMENTS

John P. Abbott	Associate Head, Collection Management Program	North Carolina State University Libraries
Christine Barwick	Head of Extension Services	Neuse Regional Library
Therese Biegelow	Director	Wayne County Library
Barbara F. Bolden	Technical Services Librarian	Rockingham County Public Library
John W. Boyd	Reference Librarian	Gaston County Library
Kathleen R. Brown	Head, Acquisitions Department	North Carolina State University Libraries
Melvin K. Burton	Librarian Supervisor for Children's Services	Gaston County Library
Timothy V. Carstens	Head of Cataloging	Hunter Library, Western Carolina University
Holly Cook-Wood	Library Director	College of the Albemarle
Stephen Dew	General Services Librarian	Atkins Library/UNC-Charlotte
Gillian Ellern	Coordinator of Library Automation	Hunter Library/Western Carolina University
Jeanne Fox	Director	H. Leslie Perry Memorial Library
Laura Gaskin	Special Collections Librarian	Asheville-Buncombe Public Library
Robert "Ted" Hampton	Microcomputer Services Librarian	Atkins Library/UNC-charlotte
Michael T. McKie	Librarian	Neuse Regional Library
Laurel R. Hicks	Librarian Supervisor for Collection Development	Gaston County Library
W. Bede Mitchell	Associate Librarian for Public Services	Appalachian State University
Lucinda W. Moose	Assistant Library Director	Gaston County Library
Ronald Novy	Director	Sampson-Clinton Public Library
Elizabeth O'Malley	Children's Librarian	Gaston County Library
Kevin "Will" Owen	Microcomputer Systems Librarian	Davis Library/UNC-Chapel Hill
Cynthia Paris	Outreach and Regional Resource Librarian	Pettigrew Regional Library
Joan Parsons	Assistant Head	Biology Library/UNC-Chapel
Denise Peterson	Assistant Director for Public Services	Wake County Public Libraries
Janelle Ramsey	Librarian	Jones Library/Brevard College
Kim Sanderson	Assistant Head of Cataloging	Davidson College
Marilyn B. Schuster	Local & International Documents Librarian	Atkins Library/UNC-Charlotte
Lee Sorenson	Reference Librarian	Lilly Library/Duke University
Earl C. Smith	Systems Librarian	North Carolina State University Libraries
Marvette Spruill	Head of Greene County Branch	Neuse Regional Library
David Stegall	Supervisor of Reference Services	Gaston County Library
Douglas Steward	Serials Cataloger	Davis Library/UNC-Chapel Hill
Kristina Troost	Bibliographer, Japanese Studies	Perkins Library/Duke University
Jim Thorsen	Librarian	May Memorial Library
Betty Waynick	Microforms Cataloger	Davis Library/UNC-Chapel Hill
Susan Whitt	Circulation/Reference Librarian	Pembroke State University

STATE LIBRARY STAFF UPDATE

Anne Marie Elkins

Anne Marie Elkins is the new General/Institution Consultant in the Library Development Section. While Director of the Braswell Memorial Library, she received the NCLA Intellectual Freedom Award and was named "Tar Heel of the Week" by the NEWS AND OBSERVER (1989). A North Carolina native with both her BA (English) and MLS degrees from UNC-Chapel Hill, she brings over ten years of experience to the position. Elkins has taught in the NC Public Schools, at Coastal Carolina Community College, and at Woman's Correctional Center.

After receiving her MLS, she worked at the Wilson Library, UNC-CH; Campbell Library at Meredith College, the NEWS AND OBSERVER Library, the National Humanities Center Library, and the Wilson Public Library.

She delivered the graduation address to the library school graduates at the May 1990 commencement at UNC-Chapel Hill. In her leisure hours, she enjoys gourmet cooking, reading and travel. She currently lives with her husband, Tom, in both Rocky Mount and Raleigh.

Chris Mulder is Retrospective Conversion Cataloger in the Technical Services Section where she catalogs state documents published prior to 1981. She graduated from Meredith College in 1973 with a BA in studio art. While a library assistant at the North Carolina Museum of Art, she began work on her MLS ('82) at UNC-Chapel Hill.

While home with two young children, she taught calligraphy at the McKimmon Center (NCSU) and current runs a Calligraphy/Design Studio from her home. She and husband, Bob, live in Raleigh.

Chris Mulder

Jack Stein

John "Jack" Stein is Library Services Librarian in the Library for the Blind and Physically Handicapped Branch of the Special Services Section. He is responsible for collection development and maintenance, technical services and mail services. Library Science is a second career for Stein who received his MLS from the University of Tennessee in 1990. Prior to entering library school he spent two years as a volunteer with WTTL, a Memphis radio reading service for the blind. While in library school he did research on large type and served as a reader at Recording for the Blind in Oak Ridge (TN).

A native of Pittsburgh, he holds a BBA and an MBA from the University of Pittsburgh and spent thirty years in retailing - distribution and transportation.

Stein plays clarinet with the Raleigh Concert Band and piano for his own enjoyment. He and wife, Janet, have three married children and three grandchildren in New York and St. Louis.

CALENDAR OF EVENTS

NC Information Network members have daily calendar updates via NCCAL.

FEBRUARY

1 **GRAMMAR, USAGE AND BUSINESS WRITING SKILLS**, powerful help for anyone who writes or prepares business letters, memos, reports or proposals, sponsored by SkillPath, Inc. LOCATION: Greensboro/High Point Marriott, 1 Marriott Dr., Greensboro, NC. COST: $99. TO REGISTER, CALL: 1/800/767-7545.

1 **POWERFUL BUSINESS WRITING SKILLS** sponsored by National Seminars Group is an intensive one-day workshop for anyone whose job includes writing effective letters, memos, reports or proposals. LOCATION: Holiday Inn-North, 2815 North Blvd., Raleigh, NC. COST: $98. FOR MORE INFORMATION: Call 1-800-258-7246.

2 **LIBRARY SCIENCE SATURDAY SERIES.** Update: Dewey Decimal Classification 20th Edition and Abridged 12th Edition, with Judith Donnalley, Associate Professor, Department of Library and Information Studies, East Carolina University. TIME: 10 am - 12 noon. FEE: $20. LOCATION: Fayetteville State University, Fayetteville, NC. CEU CREDIT: 0.2. MAIL TO LIBRARY SCIENCE SERIES, Division of Continuing Education and Summer School, East Carolina University, Greenville, NC 27858-4353.

6 **NORTH CAROLINA GOVERNOR'S CONFERENCE** Archives/State Library Building, 109 East Jones Street, Raleigh, NC 27601-2807. FOR MORE INFORMATION: Diana Young, State Library; (919) 733-2570

7 **BUILDING BUDGETING SKILLS** for any non-financial managers and supervisors who work with any aspect of planning, preparing and maintaining an organizational budget. LOCATION: Omni Hotel at Charleston Place, 130 Market St., Charleston, SC. COST: $149. FOR MORE INFORMATION CALL 1/800/258-7246.

7 **AUTHORITY CONTROL** sponsored by SOLINET. LOCATION: The Citadel, Charleston, SC. COST: $40 SOLINET Members ($35 early registration); $60 Non-SOLINET and FEDLINK ($45 early registration) FOR INFORMATION, CALL 1/800/999-8558. TIME: 1pm - 4pm.

8 **BUILDING BUDGETING SKILLS** for any non-financial managers and supervisors who work with any aspect of planning, preparing and maintaining an organizational budget. LOCATION: Holiday Inn Northeast, 7510 Two Notch Rd., Columbia, SC. COST: $149. FOR MORE INFORMATION, CALL 1/800/258-7246.

11 **POWERFUL BUSINESS WRITING SKILLS** sponsored by National Seminars Group is an intensive one-day workshop for anyone whose job includes writing effective letters, memos, reports or proposals. LOCATION: Howard Johnson Plaza, 5032 Market Street, Wilmington, NC. COST: $98. FOR MORE INFORMATION: Call 1-800-258-7246.

12 **POWERFUL BUSINESS WRITING SKILLS** sponsored by National Seminars Group is an intensive one-day workshop for anyone whose job includes writing effective letters, memos, reports or proposals. LOCATION: Sheraton Kinston, 1403 Richlands Road, Kinston, NC. COST: $98. FOR MORE INFORMATION: Call 1-800-258-7246.

13 **POWERFUL BUSINESS WRITING SKILLS** sponsored by National Seminars Group is an intensive one-day workshop for anyone whose job includes writing effective letters, memos, reports or proposals.LOCATION: Holiday Inn, Cedar Creek Rd. & Hwy. 53 (I-95, Exit 49), Fayetteville, NC. COST: $98. FOR MORE INFORMATION: Call 1-800-258-7246.

14 **RETROSPECTIVE CONVERSION** sponsored by SOLINET. LOCATION: Nashville State Technical Institute, Nashville, TN. FOR INFORMATION, CALL 1/800/999-8558. COST: $70 SOLINET Members ($60 early registration; $100 Non-SOLINET and FEDLINK ($90 early registration). TIME: 9am - 3:30pm.

14 **POWERFUL BUSINESS WRITING SKILLS** sponsored by National Seminars Group is an intensive one-day workshop for anyone whose job includes writing effective letters, memos, reports or proposals. LOCATION: Great Smokies Hilton, 1 Hilton Inn Drive, Asheville, NC. COST: $98. FOR MORE INFORMATION: Call 1-800-258-7246.

15 **POWERFUL BUSINESS WRITING SKILLS** sponsored by National Seminars Group is an intensive one-day workshop for anyone whose job includes writing effective letters, memos, reports or proposals. LOCATION: Holiday Inn I-385, I-385 at Roper Mt. Road, Greenville, SC. COST: $98. FOR MORE INFORMATION: Call 1-800-258-7246.

15 **GRAMMAR, USAGE AND BUSINESS WRITING SKILLS**, powerful help for anyone who writes or prepares business letters, memos, reports or proposals, sponsored by SkillPath, Inc. LOCATION: Holiday Inn North, 3815 N. Tryon , Charlotte, NC. COST: $99. TO REGISTER, CALL: 1/800/767-7545.

19 POWERFUL PRESENTATION SKILLS, An Essential One-Day Workshop for Business Professionals, sponsored by National Seminars Group. LOCATION: Holiday Inn - Airport, 6626 Thirlane Road NW, Roanoke, VA. COST: $98. TO REGISTER, CALL: 1/800/258-7246.

20 POWERFUL PRESENTATION SKILLS, An Essential One-Day Workshop for Business Professionals, sponsored by National Seminars Group. LOCATION: Marriott Hotel, 500 E. Broad Street, Richmond, VA. COST: $98. TO REGISTER, CALL: 1/800/258-7246.

21 PRISM sponsored by SOLINET will include hands-on training and a general overview of the new Passport and PRISM features. LOCATION: Virginia Commonwealth University, Richmond, VA. COST: $60 SOLINET Members ($50 early registration); $90 Non-SOLINET and FEDLINK ($75 early registration). FOR INFORMATION, CALL 1/800/999-8558.

22 PRISM sponsored by SOLINET will include hands-on training and a general overview of the new Passport and PRISM features. LOCATION: Virginia Commonwealth University, Richmond, VA. COST: $60 SOLINET Members ($50 early registration); $90 Non-SOLINET and FEDLINK ($75 early registration). FOR INFORMATION, CALL 1/800/999-8558.

25 BUILDING BUDGETING SKILLS for any non-financial managers and supervisors who work with any aspect of planning, preparing and maintaining an organizational budget. LOCATION: Howard Johnson Plaza, 5032 Market St., Wilmington, NC. COST: $149. FOR INFORMATION CALL 1/800/258-7246.

26 BUILDING BUDGETING SKILLS for any non-financial managers and supervisors who work with any aspect of planning, preparing and maintaining an organizational budget. LOCATION: Holiday Inn - North, 2815 North Boulevard, Raleigh, NC. COST: $149. FOR MORE INFORMATION, CALL 1/800/258-7246.

27 BUILDING BUDGETING SKILLS for any non-financial managers and supervisors who work with any aspect of planning, preparing and maintaining an organizational budget. LOCATION: Ramada Hotel, 830 W. Market St., Greensboro, NC. COST: $149. FOR INFORMATION, CALL 1/800/258-7246.

28 BUILDING BUDGETING SKILLS for any non-financial managers and supervisors who work with any aspect of planning, preparing and maintaining an organizational budget. LOCATION: Marriott City Center, 100 W. Trade Street, Charlotte, NC. COST: $149. FOR MORE INFORMATION, CALL 1/800/258-7246.

MARCH 1991

1 BUILDING BUDGETING SKILLS for any non-financial managers and supervisors who work with any aspect of planning, preparing and maintaining an organizational budget. LOCATION: Radisson Hotel, 1 Thomas Wolfe Plaza, Asheville, NC. COST: $149. FOR MORE INFORMATION, CALL 1/800/258-7246.

6-7-8 RESEARCH & EDUCATION NETWORKING, the Conference for Education, Information and Research Networks, managed by Meckler Conference Management, 11 Ferry Lane West, Westport, CT 06880. The Conference is March 7-8. There is a pre-conference workshop on the 6th. LOCATION: Hyatt Regency - Oakland, 1001 Broadway, Oakland CA 94607-4077, 415-893-1234. FOR MORE INFORMATION: Call 203-226-6967 or FAX 203-454-5840.

9 LIBRARY CD-ROM NETWORKING TECHNOLOGIES Workshops sponsored by CD Consultants, Baltimore, MD. LOCATION: Oakland, CA. TIME: 8:30-12:30 or 2:00-6:00. COST: Advance, prior to February 8, $95; at door, $125. FOR MORE INFORMATION, CALL 1/301/243-2755 or FAX 1/301/243-9419.

9 LIBRARY SCIENCE SATURDAY SERIES. Public Relations Through Newsletters, Displays, and Desk-Top Publishing, with Diane Kester, Instructor, Department of Library and Information Studies, East Carolina University. TIME: 9 am - 3 pm. FEE: $20. LOCATION: 221 Old Joyner Library, East Carolina University, Greenville, NC. CEU CREDIT: 0.5. MAIL TO LIBRARY SCIENCE SERIES, Division of Continuing Education and Summer School, ECU, Greenville, NC 27858-4353. TELEPHONE: 919/757-6143.

10-13 1991 LIBRARY CONFERENCE, THE FUNDING OF PUBLIC AND ACADEMIC LIBRARIES: THE CRITICAL ISSUE OF THE '90'S, sponsored by the Florida State University School of Library and Information Studies and the Center for Professional Development and Public Service. LOCATION: Florida State Conference Center, Tallahassee, FL. FOR MORE PROGRAM INFORMATION: Call Alphonse F. Trezza, Conference Chairman, 904-644-8116. REGISTRATION INFORMATION: Call 904-644-3806.

11 STATEWIDE SUMMER READING WORKSHOP. LOCATION: Morehead Planetarium, Chapel Hill. FOR MORE INFORMATION: Cal Shepard, State Library, 919/733-2570

12 HOW TO SUPERVISE PEOPLE sponsored by the National Seminars Group. An intensive one-day workshop teaching the techniques of effectively supervising and getting results through others. LOCATION: Great Smokies Hilton, Asheville, NC. COST: $98. FOR MORE INFORMATION, CALL 1/800/258-7246.

14-17 FLORIDA STORYTELLING CAMP sponsored by the Florida Storytellers Guild. LOCATION: Florida. FOR MORE INFORMATION CONTACT: Mitchell O'Rear, Camp Director, PO Box 540234, Orlando, FL 32854, (407) 645-3913.

18 LIBRARY CD-ROM NETWORKING TECHNOLOGIES Workshops sponsored by CD Consultants, Baltimore, MD. LOCATION: San Diego, CA. TIME: 9:30-4:30. COST: Advance, prior to February 8, $165; at door, $195. FOR MORE INFORMATION, CALL 1/301/243-2755 or FAX 1/301/243-9419.

19 LIBRARY CD-ROM NETWORKING TECHNOLOGIES Workshops sponsored by CD Consultants, Baltimore, MD. LOCATION: San Diego, CA. TIME: 9:30-4:30. COST: Advance, prior to February 8, $165; at door, $195. FOR MORE INFORMATION, CALL 1/301/243-2755 or FAX 1/301/243-9419.

20 LIBRARY CD-ROM NETWORKING TECHNOLOGIES Workshops sponsored by CD Consultants, Baltimore, MD. LOCATION: San Diego, CA. TIME: 8:30-12:30. COST: Advance, prior to February 8, $95; at door, $125. FOR MORE INFORMATION, CALL 1/301/243-2755 or FAX 1/301/243-9419.

20 PRISM sponsored by SOLINET will include hands-on training and a general overview of the new Passport and PRISM features. LOCATION: Virginia Beach Public Library, Virginia Beach, VA. COST: $60 SOLINET Members ($50 early registration); $90 Non-SOLINET and FEDLINK ($75 early registration). FOR INFORMATION, CALL 1/800/999-8558.

20-23 PLA NATIONAL CONFERENCE, Fourth National Conference. SAN DIEGO.
Anyone wishing to offer a program at the 1991 conference should request a program proposal packet from the PLA office, 50 East Huron Street, Chicago, IL 60611. TELEPHONE: 1/800/545-2433; 1/800/545-2444 (IL); 1/800-2455 (Canada). Deadline for receipt of
proposals from individuals is December 15.

21 HOW TO SUPERVISE PEOPLE sponsored by the National Seminars Group.
An intensive one-day workshop teaching the techniques of effectively supervising and getting results through others. LOCATION: Ramada Hotel, 830 W. Market St., Greensboro, NC. COST: $98. FOR MORE INFORMATION, CALL 1/800/258-7246.

21 PRISM sponsored by SOLINET will include hands-on training and a general overview of the new Passport and PRISM features. LOCATION: Virginia Beach Public Library, Virginia Beach, VA. COST: $60 SOLINET Members ($50 early registration); $90 Non-SOLINET and FEDLINK ($75 early registration). FOR INFORMATION, CALL 1/800/999-8558.

21-22 WAVES OF THE FUTURE. CANCELED North Carolina Community College Learning Resources Association (NCCCLRA), 18th Annual Conference. LOCATION: Sheraton, Atlantic Beach, NC. FOR ADDITIONAL INFORMATION, CONTACT: Penny Sermons, Librarian, Beaufort County Community College, PO Box 1069, Washington, NC 27889; 919/946-6194, ext. 243.

22 HOW TO SUPERVISE PEOPLE sponsored by the National Seminars Group. An intensive one-day workshop teaching the techniques of effectively supervising and getting results through others. LOCATION: Holiday Inn State Capital, 320 Hillsborough St., Raleigh, NC. COST: $98. FOR MORE INFORMATION, CALL 1/800/258-7246.

23 LIBRARY CD-ROM NETWORKING TECHNOLOGIES Workshops sponsored by CD Consultants, Baltimore, MD. LOCATION: San Diego, CA. TIME: 9:30-4:30. COST: Advance, prior to February 8, $165; at door, $195. FOR MORE INFORMATION, CALL 1/301/243-2755 or FAX 1/301/243-9419.

23 LIBRARY SCIENCE SATURDAY SERIES. Illustrating Family and Local
History: An Introductory Workshop on Collecting, Copying and Using Old Photographs, with Donald Collins, Associate Professor, Department of Library and Information Studies, ECU, Presentation/demonstration followed by hands-on photo session. Each participant should bring 3 or 3 photographs to be copied. Enrollment is limited to 20. TIME: 9 am - 12 noon. FEE: $30. CEU CREDIT: 0.3. LOCATION: Fayetteville State University, Fayetteville, NC. MAIL TO LIBRARY SCIENCE SERIES, Division of Continuing Education and Summer School, ECU, Greenville, NC 27858-4353. TELEPHONE: 919/757-6143

23-24 ABRIDGED 12 & DDC 20, A Dewey Classification Workshop for Small Libraries (and Big Libraries Too), sponsored by the Association for Library Collections & Technical Services. FEE: $85 for PLA or ALCTS Personal Member, $95 for ALA Personal Member, $105 for Non-ALA Member. LOCATION: San Diego Marriott, 333 West Harbor Drive, San Diego, CA. FOR RESERVATIONS: Call 1-800-433-1790, use the identifier STAR FILE NUMBER SO131K2.

25 HOW TO SUPERVISE PEOPLE sponsored by the National Seminars Group. An intensive one-day workshop teaching the techniques of effectively supervising and getting results through others. LOCATION: Holiday Inn, 208 E. New Bern Rd. (US 70 & 258), Kinston, NC. COST: $98. FOR MORE INFORMATION, CALL 1/800/258-7246.

26 HOW TO SUPERVISE PEOPLE sponsored by the National Seminars Group.
An intensive one-day workshop teaching the techniques of effectively supervising and getting results through others. LOCATION: Howard Johnson Plaza, 5032 Market St., Wilmington, NC. COST: $98. FOR MORE INFORMATION, CALL 1/800/258-7246.

27 **HOW TO SUPERVISE PEOPLE** sponsored by the National Seminars Group. An intensive one-day workshop teaching the techniques of effectively supervising and getting results through others. LOCATION: Holiday Inn, Cedar Creek Rd. & Hwy. 53 (I-95, Exit 49), Fayetteville, NC. COST: $98. FOR MORE INFORMATION, CALL 1/800/258-7246.

28 **HOW TO SUPERVISE PEOPLE** sponsored by the National Seminars Group. An intensive one-day workshop teaching the techniques of effectively supervising and getting results through others. LOCATION: Marriott City Center, 100 West Trade St., Charlotte, NC. COST: $98. FOR MORE INFORMATION, CALL 1/800/258-7246.

APRIL 1991

10-12 **TRAINING-FOR-TRAINERS WORKSHOP**, sponsored by The Center for Early Adolescence of the University of North Carolina at Chapel Hill. "Planning Programs for Young Adolescents." LOCATION: San Francisco, CA. COST: $395 (includes curriculum). SEND RESERVATION WITH PAYMENT TO: Registrar, Center for Early Adolescence, UNC-CH, Suite 211 Carr Mill Mall, Chapel Hill, NC 27510. CALL 919/966-1148 TO SPEED YOUR REGISTRATION.

12 **CHILDREN'S LITERATURE CONFERENCE** sponsored by the University of North Carolina - Greensboro. TIME: 9;30 am - 3:30 pm. FEE: $35 ($10 for Library Science Students). LOCATION: UNC-G, Curry Building. MAIL TO: Liz Meeks, Dept. of Library & Information Studies, 349 Curry Building, UNCG, Greensboro, NC 27412-5001.

12 **LIBRARY SCIENCE SATURDAY SERIES** Children's Literature Conference, Department of English, ECU. Through a special arrangement with the Department of English, participants in the Saturday series may earn additional CEU credit by attending the 1991 Children's Literature Conference. TIME: 9 am - 4 pm. FEE: $40. LOCATION: Willis Building, corner of 1st and Reade Streets, Greenville, NC. CEU CREDIT: 0.5. MAIL TO LIBRARY SCIENCE SERIES, Division of Continuing Education and Summer School, ECU, NC 27858-4353. TELEPHONE: 919/757-6143.

13 **LIBRARY SCIENCE SATURDAY SERIES** Update: Dewey Decimal Classification 20th Edition and Abridged 12th Edition, with Judith Donnalley, Ast. Professor, Department of Library and Information Studies, ECU. TIME: 10 am - 12 noon. FEE: $20. LOCATION: New Hanover County Public Library, Wilmington, NC. CEU CREDIT: 0.2. MAIL TO LIBRARY SCIENCE SERIES, Division of Continuing Education and Summer School, ECU, Greenville, NC 27858-4353. TELEPHONE: 919/757-6143.

14-20 **NATIONAL LIBRARY WEEK** Theme: Reed! Succeed. Kids Who Read Succeed. FOR MORE INFORMATION: ALA, 50 E. Huron Street, Chicago 60611; (800)545-2433

16 **NATIONAL LEGISLATIVE DAY** Visit Washington speak to the people who create and fund federal library programs. Meet legislators and make your opinion known. FOR MORE INFORMATION: Mary Costabile, ALA Washington Office, 110 Maryland Ave., NE, Washington, DC 20002; (202)547-4440

18 **HOW TO SUPERVISE PEOPLE** sponsored by the National Seminars Group. An intensive one-day workshop teaching the techniques of effectively supervising and getting results through others. LOCATION: Holiday Inn State Capital, 320 Hillsborough St., Raleigh, NC. COST: $98. FOR MORE INFORMATION, CALL 1/800/258-7246.

MAY 1991

15-17 **TRAINING-FOR-TRAINERS WORKSHOP**, sponsored by The Center for Early Adolescence of the University of North Carolina at Chapel Hill, in collaboration with The Children's Museum, Boston). "Planning Programs for Young Adolescents." LOCATION: Boston, MA. COST: $395 (includes curriculum). SEND RESERVATION WITH PAYMENT TO: Registrar, Center for Early Adolescence, UNC-CH, Suite 211 Carr Mill Mall, Chapel Hill, NC 27510. CALL 919/966-1148 TO SPEED YOUR REGISTRATION.

JUNE 1991

10-21 **25TH ANNUAL GEORGIA ARCHIVES INSTITUTE**, An Introduction to Archival Administration. LOCATION: Atlanta, GA. SPONSORED BY: Clark Atlanta University School of Library and Information Studies, Georgia Department of Archives and History, Jimmy Carter Library, The University Center in Georgia. TUITION: $400. ENROLLMENT IS LIMITED AND THE DEADLINE FOR RECEIPT OF APPLICATION AND RESUME IS APRIL 1, 1991. FOR MORE INFORMATION, WRITE: Dr. Don Oehlerts, School of Library and Information Studies, Clark Atlanta University, Atlanta, GA 30314.

29 -7/2 ALA Annual Conference. ATLANTA.

JULY 1991

9-13 **WHITE HOUSE CONFERENCE ON LIBRARIES AND INFORMATION SERVICES,** White House, Washington, DC. FOR MORE INFORMATION: Diana Young, State Library, 919/733-2570.

WHITE HOUSE CONFERENCE FEATURED AT NCASL

Eileen Cooke, ALA Washington Office and Virginia Mathews, consulting editor to Shoe String Press, and ALA Presidential Candidate Marilyn Miller, Sandra Smith, NCASL/AASL Liaison for the White House Conference, Mary Kit Dunn, 1979 White House Conference Delegate and Diana Young, Governor's Conference Coordinator presented information on the White House Conference at the local, state and national levels. Cooke stressed the need to build coalitions to work together and Mathews brought national endorsements for "Kids Need Libraries" from Children's Defense Fund, National Black Child Development Institute, Council for Early Childhood Professional Recognition, National Council of La Raza, Child Welfare League of America, American Association of Retired Persons and the Association for Childhood Education International.

Mary Kit Dunn, Virginia Mathews (second row left to right) Marilyn Miller, NCLIS Commissioner Elinor Swaim, Eileen Cooke, Sandra Smith

NCASL President Laura Benson convened nine hundred and five people attending the NCASL "1990- 2000 Decade of Power" Conference which featured Newbery Award Author Patricia MacLachlan, children's literature author Nancy Polette, Arkansas Media Specialists Judy Pitts and Barbara Stripling and California librarian Robert Skapura.

As a fund raiser NCASL is selling notepads 3 for a dollar and NCASL tote bags $8.00 (plus $1.00 postage and handling). These items are available from Nona Pryor, Archdale-Trinity Middle School, 336 NC 62 West, Randleman, NC 27317.

VOLUME XIII, NUMBER 5/6 SEPTEMBER/DECEMBER is a one time combined issue to showcase information about the Regional Governor's Conferences. State Library of North Carolina. Partially funded by LSCA Title III. 4,000 copies were printed at a cost of $1,680.00 or 42 cents per copy.

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1990-1991
North Carolina Governor's Conferences
on
Library and Information Services

STATE CONFERENCE

February 6, 1991

State Library of North Carolina

Raleigh

James G. Martin, Governor

Patric Dorsey, Secretary, NC Department of Cultural Resources and Governor's Conference Chairman

Leland Park, Chairman, State Library Commission

Howard G. McGinn, State Librarian

Pauletta Bracy, Delegate Selection Chairman

Jim McKee, Resolutions Chairman

Cal Shepard, Local Arrangements Chairman

Diana Young, Conference Coordinator

THE WHITE HOUSE CONFERENCE ON
LIBRARY AND INFORMATION SERVICES
1991

STATE CONFERENCE COMMITTEES

The State Conference would not be possible without the Regional Governor's Conferences and their planning committees. Eighty-seven committees planned and produced the Governor's Conferences. The State Committee on Library and Information Services appointed by Governor Martin and chaired by Secretary Dorsey was assisted by five state committees. Each of the nine regional conferences had its own executive committee, planning committee, delegate selection committee, exhibits committee, local arrangements committee, publicity committee, registration committee, resolutions committee and special invitations committee . Committees sizes ranged from five to fifteen people and were designed to included representation from the general public, government officials, all types of libraries, library supporters, friends and trustees.

DELEGATE SELECTION

Pauletta Bracy, Chairperson, North Carolina Central University
Dale Cousins, Wake County Public Library
Pam Doyle, North Carolina Department of Community Colleges
Anne Marie Elkins, Library Development, State Library
Mary Jane Germain, Central Regional Education Center
Floyd Hardy, Shepard Library, North Carolina Central University
Elizabeth Laney, University of North Carolina-Chapel Hill, Library School Library
Myrtle McNeill, Durham City Schools
Ted Waller, Campbell Library, Meredith College

LOCAL ARRANGEMENTS

Cal Shepard, Chairperson, Library Development, State Library
Barbara Akinwole, Library Development, State Library
Dale Cousins, Wake County Public Library
Gary Harden, Library Development, State Library
Helen Horton, Library Development, State Library
Charlie Fox, Special Services, State Library
Yash Garg, Technical Services, State Library
Ron Jones, Wake County Public Library
Jack Stein, Library for the Blind and Physically Handicapped, State Library
Vickie Wheeler, Administration, State Library
John Welch, Administration, State Library
Allen Wight, Information Services, State Library

PUBLICITY

Florence Gatten, Gatten Enterprises

REGISTRATION

Penny Hornsby, Chairperson, Administration, State Library
Marion Johnson, Wake County
Marge Lindsey, Wake County
Pat Siegfried, Public Library of Charlotte & Mecklenburg County

RESOLUTIONS

Jim McKee, Chairperson, Caldwell County Library
Kate Blackburn, Trustee, Stanly Co. Library
Karen Doll, Caldwell County Library
Diane Kester, East Carolina University
Mary McAfee, Forsyth County Library
Howard McGinn, State Library of NC
Willie Nelms, Shepard Memorial Library
Ellen O'Conner, Franklin County Library
John Payne, Mars Hill College
Nona Pryor, Archdale-Trinity Middle School
Dav Robertson, National Institute of Environmental Health Sciences
Karen Tolbert, Caldwell County Public Library

STATE LIBRARY SECTION CHIEFS

Information Services, David Bevan
Library Development, Jane Moore
Network Operations, Diana Young
Special Services, Charlie Fox
Technical Services, Denise Sigmon

CONFERENCE COORDINATOR

Diana Young, State Library

Two hundred fifty copies of this publication were printed at a cost of $1,302.01 or $5.20 per copy. Printing was partially funded by a grant authorized by Public Law 100-382 on the White House Conference and Library Services and Construction Act, Title III.

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CHARLOTTE REGIONAL PLANNING COMMITTEE

Pat Siegfried	Youth Services Director, Public Library of Charlotte and Mecklenburg County, Regional Conference Chairperson, Local Arrangements Chairperson
Tom Bost	Jim L. Bost Construction Co., Inc., Committee on Governor's Conferences on Library and Information Services, Delegate Selection Chairperson
Norma Deese	Region VI Media and Technology Consultant, Southwest Regional Education Center, NCDPI Registration Chairperson
Ruth Hoyle	Director, Davie County Public Library, Resolutions Committee Co-Chairperson
Kathy Kiser	Supervisor of Media Services, Catawba County Schools, Exhibits Chairperson
Leland Park	Library Director, Davidson College, Committee on Governor's Conferences on Library and Information Services
Carl M. Short, Jr.	Woodson, Linn, Sayers, Lawther & Short, Attorneys at Law, Resolutions Committee Co-Chairperson
Gail Silkstone	Friends of the Gaston County Library, Special Invitations Committee Chairperson
Susan Vaughan	Library Director, Isothermal Community College, Publicity Committee Chairperson
Diana Young	State Library of North Carolina, NC Statewide Governor's Conferences Coordinator

DURHAM REGIONAL PLANNING COMMITTEE

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Carolyn Beaman	Wilson Technical Community College, Delegate Selection Chairperson
Barbara Best-Nichols	Thomas Lord Research Center, Lord Corporation, Resolutions Committee Chairperson
Mary Jane Germain	Media and Technology Consultant, Central Regional Education Center, NC Department of Public Instruction, Publicity Committe Chairperson
Jane Joyner	Trustee of Chapel Hill Public Library
Ellen R. O'Connor	Director, Franklin County Library, Exhibits Committee Chairperson
Dav Robertson	Library Director, National Institute of Environmental Health Sciences, Registration Committee Chairperson
Sylvia Zack	Library Director, Vance-Granville Community College, Special Invitations Chairperson
Diana Young	State Library of North Carolina, NC Statewide

DEEP RUN REGIONAL PLANNING COMMITTEE

Carol Southerland	Librarian, South Lenoir High School, Regional Conference Chairperson, Local Arrangements Chairperson
Susan Adams	Center for Public Television, East Carolina University Publicity Committee Co-Chairperson
Jane Griffin	Children's Coordinator, BHM Regional Library Registration Committee Chairperson
Diane Kester	Faculty, Department of Library and Information Studies East Carolina University
Marian McLawhorn	Exhibits Committee Chairperson Trustee of the Shepard Memorial Library
Sheila Mendoza	Librarian, Elmhurst School Library Publicity Committee Co-Chairperson
Harriet Metcalf	Librarian, Ward and Smith, PA Registration Committee Chairperson
Willie Nelms	Director, Shepard Memorial Library Delegate Selection Chairperson
Ed Shearin	Director, Learning Resources Center, Carteret Community College, Special Invitations Committee Chairperson
Diana Young	Statewide Governor's Conferences Coordinator Governor's Conferences Coordinator

WINSTON-SALEM REGIONAL PLANNING COMMITTEE

Sylvia Hamlin	Deputy Director, Forsyth County Public Library Conference Chairperson, Local Arrangements Chairperson
Barbara Anderson	Head, Business and Science Reference Department, Forsyth County Public Library,Delegate Selection Chairperson
Mary Kit Dunn	Friends of the Greensboro Public Library, Special Invitations Co-Chairperson, 1979 White House Conference Delegate, Member Committee on Governor's Conferences on Library and Information Services
James Jarrell	Librarian, Bennet College, Resolutions Chairperson
Willie Kennedy	Attorney At Law, Special Invitations Co-Chairperson
Marilyn Miller	Chair, School of Library and Information Studies, University of North Carolina at Greensboro, Registration Chairperson
Suzanne Niver	Librarian, Lexington Branch of Davidson County Public Library, Publicity Chairperson
Jeanette Smith	Director of Library Media Services, Forsyth Country Day School, Exhibits Co-Chairperson
Joel White	Librarian, Grimsley High School, Exhibits Co-Chairperson
Diana Young	State Library of North Carolina, NC Statewide Governor's Conferences Coordinator

SUPPLY REGIONAL PLANNING COMMITTEE

Gorda Singletary	Conference Chairperson, Committee on Governor's Conferences on Library and Information Services Friend and Former Trustee, New Hanover County Public Library
Vivian Beech	Extension Services Librarian, New Hanover County Public Library, Conference Administrative Assistant
Blanchella Casey	Director, Seymour Johnson Air Force Base Library Resolutions Committee Chairperson
Marsha Grove	Assistant Director, Cumberland County Public Library, Publicity Committee Chairperson
Robert O. Hudson	Director, Learning Resources Center, Sampson Community College, Special Invitations Committee Chairperson
Gwen Jackson	Regional Coordinator for Media and Technology, Southeast Education Region, Delegate Selection Chairperson
C. Milton Rice	Past President, Friends of North Carolina Public Libraries
Sharon F. Smith	Librarian, Brunswick Community College, Local Arrangements Committee Chairperson
Michael Taylor	Director, Pender County Library, Exhibits Committee Chairperson
Carol J. Veitch	Director, Onslow County Public Library Registration Committee Chairperson
Diana Young	NC Governor's Conference Coordinator

FRANKLIN REGIONAL PLANNING COMMITTEE

Cynthia Modlin	Macon County Librarian, Fontana Regional library Conference Chairperson, Local Arrangements Chairperson
Marina Catt	Librarian, Qualla Boundary Public Library, Co-Chairperson, Publicity Committee
Ronda Davis	Coordinator, School Media Programs, Western Regional Center Co-Chairperson, Publicity Committee
Richlyn Holt, III	Attorney At Law, Trustee, Haywood County Public Library, Chairperson, Resolutions Committee
Wendell Lovingood	Southwestern North Carolina Economic Development Commission, Co-Chairperson, Special Invitations Committee
Shirley McLaughlin	Librarian, Asheville-Buncombe Technical Community College Chairperson, Exhibits Committee
Clifton Metcalf	Editor, The MOUNTAINEER, Trustee, Haywood County Public Library, Resolutions Committee
Carl Moore	Clay County Manager, Co-Chairperson, Special Invitations Committee
John Payne	Mars Hill College Librarian, Chairperson Delegate Selection Committee
Anita White-Carter	Ramsey Library, University of North Carolina at Asheville Chairperson Registration Committee
Diana Young	NC Governor's Conferences Coordinator

LENOIR REGIONAL PLANNING COMMITTEE

Jim McKee	Director, Caldwell County Public Library, Conference Chairperson, Local Arrangements Chairperson
Richard T. Barker	Director, Belk Library, appalachian State University, Resolutions Committee Chairperson
Jill Byerly	Director, Northwest Area Health Education Center Library, Watauga County Hospital, Exhibits Committee Chairperson
Karen Doll	Caldwell County Library, Local Arrangements Committee
Kaylene S. Keen	Media Specialist, Deyton Primary School, Registration Committee Co-Chairperson
Mike King	Trustee, Northwestern Regional Library, Special Invitations Committee Chairperson
Jessica McPhail	Director, Northwestern Regional Library, Delegate Selection Chairperson
Rohin Rhodes	Media Librarian, Roaring River elementary School, Registration Committee Co-Chairperson
Sharon P. Smith	Coordinator of Library Services, McDowell Technical Community College, Publicity Committee Chairperson
Jerry Weaver	Learning Resources Center Director, Surry Community College
Diana Young	NC Governor's Conferences Coordinator

ELIZABETH CITY REGIONAL PLANNING COMMITTEE

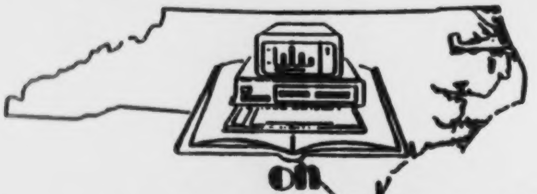
Patricia C. Hines	Reference Librarian, Elizabeth City State University, Regional Conference Chairperson, Local Arrangements Chairperson
Patricia Familar	Librarian, Gates County Library, Albemarle Regional Library, Delegate Selection Committee Chairperson
Frances Gass	Librarian, Camden High School, Exhibits Chairperson
Patricia Griffin	Libraian, Mary E. Griffin Library, Roanoake Bible College, Registration Committee Chairperson
Geraldine Harris	Librarian, Whitaker Library, Chowan College Publicity Committee Chairperson
John Hohmann	Friends, Dare County Library
Brenda Lewis	Regional Media and Technology Consultant, NC Department of Public Instruction, Special Invitations Chairperson
Luther Sanders	Friends, Pasquotank-Camdem Library
Martie Smith	Director, Pettigrew Regional Library, Resolutions Committee Chairperson
Diana Young	State Library of NC, NC Conference Coordinator

ROCKINGHAM REGIONAL PLANNING COMMITTEE

Sandra Smith	Director of Media Services, Union County Schools Conference Co-Chairperson, Publicity Committee Chairperson
Bill Bridgman	Director, Sandhill Regional Library, Local Arrangements Committee Chairperson, Conference Co-Chairperson
Nelda Caddell	Regional Coordinator, Media and Technology Services, South Central Regional Education Center, Registration Committee Chairperson
James J. Govern	Director, Stanly County Library, Resolutions Committee Chairperson
Elizabeth Holmes	Director, DeTamble Library, St. Andrews Presbyterial College Delegate Selection Committee Co-Chairperson
J. A. Killiam	Trustee, Sandhill Regional Library, Special Invitations Committee Co-Chairperson
Robby Lowry	Friend, Sandhill Regional Library
Nancy Rountree	Boyd Library, Sandhills Community College Delegate Selection Committee Co-Chairperson
Alice Wilkins	Head Librarian, Sandhills community College Library Exhibits Committee Chairperson
Perry White	Friend, Lee County Library, Co-Chairperson Special Invitations Committee, Committee on Governor's Conferences on Library and Information Services
Diana Young	State Library of NC, NC Governor's Conferences Coordinator

1990-1991

North Carolina Governor's Conferences



on

Library and Information Services

I. DELEGATES

The White House Conference On
Library And Information Services
1991

DELEGATE SELECTION

Four delegates and one alternate from each category listed below (total of Sixteen delegates and four alternates) will be elected from the State Governor's Conference to participate in the White House Conference in Washington DC, July 9-13, 1991. Governor Martin has appointed Secretary Dorsey as Chairman of the NC White House Conference Delegation. That means she has been appointed one of the four delegates in the government officials category. Delegates must be selected in accordance with a formula written into the law. That formula is as follows:

* One-fourth of the participants shall be selected from the library and information profession;

* One-fourth of the participants shall be selected from among individuals who are currently active library and information supporters, including trustees and friends groups;

* One-fourth of the participants shall be selected from among individuals who are federal, state or local government officials; and

* One-fourth of the participants shall be selected from the general public.

All delegates must be citizens or permanent residents of the United States of America. **Delegates must represent a cross section within each category and show a cross-cultural balance.** Failure to include a cross-cultural balance could prevent certification.

The WHCLIS Advisory Committee expressed special concern in "assuring broad representation within the 'library and information profession' category". A preponderance of delegates representing a single specialty (type of library) within this category could have serious effect on consideration of issues relevant to each type of specialty. For election to the White House Conference therefore we could not elect four librarians from the same discipline. We could elect one from a each discipline within the library and information service profession that is - one each from academic, school, public, and special libraries. The library and information services category can include non-librarians who represent the information profession as well as publishers and information vendors. Retired librarians fall in the citizen category. Only one alternate is elected for each category. Where all criteria are satisfied actual vote count will be used to elect delegates with the top four in each category being elected delegates and the fifth being elected the alternate. Where criteria is not satisfied the decision rests with the Delegate Selection Committee in conjunction with the State Conference Coordinator. Contested election decisions will be decided by the Delegate Selection Committee in conjunction with the State Conference Coordinator, State Librarian and the Secretary of Cultural Resources.

All delegates to the White House Conference have to be certified by the National Commission on Library and Information Science and the White House Conference on Library and Information Science Advisory Committee. In order to assure that our delegates will be certified we need to follow the guidelines above.

Delegates elected to the White House Conference will have their expenses to Washington DC paid by the federal government in accordance with federal per diem rates. The federal government **will not** pay to send alternates to Washington DC. If a delegate cannot attend the conference then the alternate for that category will become the delegate and their way to the conference will be paid by the federal government. **If funds are available** the State Library will send the alternates to the Conference.

Delegates and alternates are expected to do the following:

1) If a certified delegate, represent North Carolina at the White House Conference in Washington DC July 9-13, 1991. If an alternate, be prepared to serve as a delegate if needed.

2) Make every effort to become familiar with current services provided in all types of libraries. Read and review all materials sent to you about conference issues and be prepared to actively participate in the White House Conference.

3) Become familiar with the resolutions passed at the State Conference and be prepared to speak to them if necessary.

4) Foster, promote and publicize those issues determined important to libraries at the local, state and national level. Report to the State Library on the White House Conference.

5) Provide the State Library with additional biographical information that will be use to certify national delegates.

6) Return signed delegate certification form to Diana Young, State Library of NC, 109 E. Jones Street, Raleigh, NC 27601-2807 by Wednesday, February 13, 1991.

Delegate Selection Committee
Pauletta Bracy, Chairperson, NC School of Library and Information Science, NCCU
Dale Cousins, Wake County Public Library
Pam Doyle, NC Department of Community Colleges
Anne Marie Elkins, NC Department of Cultural Resources, State Library
Mary Jane Germain, Central Regional Education Center
Floyd Hardy, Shepard Library, NCCU
Elizabeth Laney, UNC-Chapel Hill, Library School Library
Myrtle McNeill, Durham City Schools
Ted Waller, Meredith College

Questions about the process should be addressed to Pauletta Bracy, Delegate Selection Committee Chairperson, NCCU, School of Library and Inforamtion Science, Durham, NC 27702; 919/560-6024; Fax: 560-6402 or Diana Young, Conference Coordinator, State Library of NC, 109 E. Jones Street, Raleigh, NC 27601-2807;919/733-2570; Fax: 919/733-8748.

Delegate Nomination Form

Complete and turn in at the registration desk on February 6, 1991 if you wish to be considered as a delegate nominee for the White House Conference. If elected this form will be used to type the official certification form for your signature.

Section 1. Category

( ) General public
( ) Government official
( ) Library or information supporter
( ) Library or information professional.

Section 2. Nominee (Please type or print legibly.)

Name:
First Middle Last

HOME ADDRESS:	BUSINESS ADDRESS (if employed):
	Firm/organization:
Number & Street:	Number & Street:
City, State, Zip:	City, State, Zip:
Telephone:( )	Telephone:( )
	Fax: ( )

Please send mail to ( ) Home ( ) Business

Section 3: Sex/language/disabilities/ethnic background

Sex: ( ) Male ( ) Female

Primary language: ( ) English ( ) Other(specify)

Disabilities: ( ) Blind ( ) Deaf ( ) Motor ( ) Other(specify)

Race/Ethnic Background:
( ) American Indian or alaskan native
( ) Black, not of Hispanic origin
( ) White, not of Hispanic origin
( ) Asian or Pacific Islander
( ) Hispanic
( ) Other (specify)

Section 4 (optional) Age/Income/Education

Age: ( ) Under 20 years ( ) 20 - 29 ( ) 30 - 39 ( ) 40 - 49 ( ) 50 - 50 ( ) 60+

Income level: ( ) 0 - $9,999 ( ) $10,000 - 19,999 ( ) $20,000 - 29,999
( ) $30,000 - 39,999 ( ) $40,000 - 49,999 ( )$50,000 - 74,999 ( ) 75,000+

Education (Highest level completed): ( ) Elementary ( ) Secondary ( ) College
( ) Advanced Degree ( ) Other (specify)

Section 5 Occupational Areas

Please check the one category for which you are seeking nomination and one occupational area that most closely describes your position.

( ) Library and Information Professional
- ( ) Academic Library
- ( ) Archives
- ( ) Library and Information Education
- ( ) Federal library
- ( ) Information Service
- ( ) Network Center
- ( ) Public Library
- ( ) Publisher
- ( ) School Library or Media Center
- ( ) Special Library
- ( ) State/ Territory Library Agency
- ( ) Other (specify)

( ) Library and Information Supporter
- ( ) Library Trustee
- ( ) Friend of the Library
- ( ) Library Policy Maker/Authority
- ( ) Other (specify)

( ) Government Official

Level (check one):	Type (check one)
( ) Federal	( ) Elected
( ) State	( ) Appointed
( ) City	( ) Career
( ) County	( ) Other (specify)

( ) General Public
- ( ) Agriculture
- ( ) Business/Industry
- ( ) Education
- ( ) Homemaker
- ( ) Labor
- ( ) Professional (law, medicine, etc,)
- ( ) Retired
- ( ) Science/Technology
- ( ) Student
- ( ) Other (specify)

Section 6 Statement of Agreement:

I hereby agree to perform the following as if elected as a delegate or alternate to the White House conference on Library and Information Services:

1) Read all official documentation sent to me relating to the White House Conference.
2) Attend all official functions/sessions of the entire White House Conference;
3) Attend all formal delegate meetings called by State planning committee White House; and Conference; and
4) Complete, sign and return to Diana Young at State Library a similar form by February 13, 1991 for submission to Washington DC for certification validation.

Signature ______________________

DELEGATE BALLOT

The election must be certified by the Delegate Selection Committee. Delegates must be certified by the National Commission on Libraries and Information Science and the White House Conference on Library and Information Science Advisory Committee. Write in the **full name of each person** you wish to elect. **Vote for five.** The four candidates receiving the highest number of votes in accordance with the guidelines will be elected subject to review by the Delegate Selection Committee. The person with the fifth highest number of votes will be the alternate. Librarian ballots should reflect type of library - Academic, Public, School, or Special.

Check appropriate category.

___Citizen
___Trustee/Friends
___Governmental Official
___Librarian or Information Professional

NOMINEES (Please print first and last name in large letters to facilitate the count.)

1) Name:

2) Name:

3) Name:

4) Name:

5) Name:

DELEGATES

The following delegates have been certified by Regional Delegate Selection Chairpersons as delegates for the 1991 Governor's Conference. Regional Delegate Selection Chairpersons are listed below.

REGIONAL DELEGATE SELECTION COMMITTEE CHAIRPERSONS

Charlotte - Tom Bost
Citizen

Durham - Carolyn Beaman
Wilson Technical Community College

Deep Run - Willie Nelms
Shepard Memorial Library

Supply - Gwen G. Jackson
Regional Education Center

Winston-Salem - Barbara Anderson
Forsyth County Library

Franklin - John Payne
Mars Hill College

Lenoir - Jessica MacPhail
Northwestern Regional Library

Elizabeth City - Pat Familar
Albemarle Regional Library,
Gates County

Rockingham - Nancy Roundtree
Sandhills Community College

STATE DELEGATE SELECTION COMMITTEE CHAIRPERSON

Pauletta Bracy
North Carolina Central University

ELECTED DELEGATES

General Public

Robert Baker
Box 1513
Morganton, NC 28655
704/437-6335

Wiley Barrett
Rt. 1, Box 96
Cameron, NC 28326

George H. Brett
1306 Alabama Avenue
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919/286-9235

Gwen Causey
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PO Box 274
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Barbara Glick
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Timothy Goetz
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Mattie Weeks
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Carol Wright
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Currently Active Library and Information Supporters

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Suzanne Bunn
P. O. Box 579
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John W. Clark
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Forsyth County Public Library
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919/945-5286

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520 Lombard St.
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919/473-2254

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Elizabeth City, NC 27909

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919/781-8015

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Michael Parker
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919/496-2956

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Surry Community College
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Sharon Smith
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Alice Wilkins
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THE WHITE HOUSE CONFERENCE ON
LIBRARY AND INFORMATION SERVICES
1991

APPOINTED DELEGATES

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Secretary/Treasurer
Josephus Daniels Charitable Foundation
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Thomas Folwell
P. O. Box 643
Buies Creek, NC 27506

Florence Gatten
Marketing and PR Consultant
Gatten Enterprises
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Phillip Kirk, Executive Director
NC Citizens for
Business & Industry
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Thomas W. Lambeth
Z. Smith Reynolds Foundations
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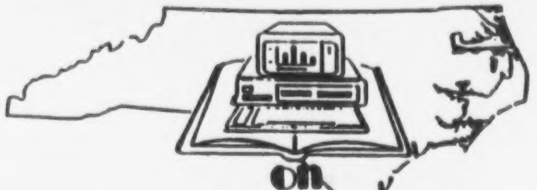
**THE WHITE HOUSE CONFERENCE ON
LIBRARY AND INFORMATION SERVICES
1991**

1990-1991
North Carolina Governor's Conferences



on
Library and Information Services

II. RESOLUTIONS

THE WHITE HOUSE CONFERENCE ON
LIBRARY AND INFORMATION SERVICES
1991

Resolutions (Recommendation) Form

Pull from the resolved clauses in the Resolutions section of the manual. Time is very short and there will be limited time for new business. Time limit 1 hour. Select 4 to 6 resolutions that must be prioritized.

I. ISSUE

II. BACKGROUND

III. QUESTIONS FOR DISCUSSION

IV. SUGGESTED SOLUTION

V. RECOMMENDATION

VI. JUSTIFICATION

VII. IMPLEMENTING STRATEGIES

RESOLUTIONS

Resolutions were drafted in small group sessions by these categories:
1) General Public
2) Friends and Trustees
3) Government Officials
4) Librarians

Each group was asked to draft up to nine resolutions - three of local interest, three of statewide interest and 3 of national interest for a total thirty-six per conference.

REGIONAL RESOLUTIONS CHAIRPERSONS

Charlotte - Carl M. Short, Jr.
Citizen

Durham - Barbara Best-Nichols
Lord Corporation

Deep Run - Harriet Metcalf
Ward and Smith, PA

Supply - Blanchella Casey
Seymour Johnson Air Force Base Library

Winston-Salem - James Jarrell
Bennet College

Franklin - Richlyn Holt, III
Trustee, Haywood County Public Library

Lenoir - Richard Barker
Appalachian State University

Elizabeth City - Martie Smith
Pettigrew Regional Library

Rockingham - Jim Govern
Stanly County Public Library

STATE RESOLUTIONS CHAIRPERSON

Jim McKee
Caldwell County Public Library

REGIONAL GOVERNOR'S CONFERENCE
CHARLOTTE, AUGUST 3, 1990
RESOLUTIONS ADOPTED

LIBRARIAN GROUP

Local:

Resolved: To develop strategies to get local government officials more directly involved in library issues and operations.

State:

Resolved: The State of North Carolina should establish a Basic Library Plan which would bring all state funded libraries to an acceptable standard level. The plan should be designed to make NC competitive in education, economic development and access to information in ten years and should be fully funded. The plan should include: 1) Materials; 2) Staffing and salary; 3) Services; 4) Access.

Resolved: That the North Carolina General Assembly fully fund the Basic Education Plan, specifically its provision for media coordinators.

Resolved: That the sharing of library resources be expanded, including state funding of interlibrary loan.

National:

Resolved: That a plan be developed and funded to effectively coordinate literacy efforts at all levels of government.

CITIZEN GROUP

Local:

Resolved: That library service to business be developed and promoted in all libraries to meet the economic development needs of the community served.

Resolved: That public libraries, community colleges, and literacy councils work together to coordinate local literacy programs.

State:

Resolved: That the North Carolina General Assembly mandate the funding of public libraries in North Carolina.

Resolved: That the North Carolina General Assembly assure that library resources of all libraries in the state are listed on computer format so that the total library resources of the state are known and thus available to all citizens.

Resolved: That more funding for school libraries be provided to encourage interest of children in education.

National:

Resolved: That the Kurzweil reader machine be made available to the blind and visually handicapped population of North Carolina by securing federal funds to purchase one in every North Carolina county with a population of over 100,000.

Resolved: That the Congress of the United States be urged to pass additional funding for LSCA, ESEA, and HEA.

Resolved: That all [state] library systems reach out to internationals by offering native language resources and by developing interstate networks for materials.

FRIENDS AND TRUSTEES GROUP

Local:

Resolved: That library service to business be developed and promoted in all libraries to meet the economic development needs of the community served.

Resolved: That local libraries place emphasis on outreach programs to the elderly.

Resolved: That each library make public service excellence a primary goal of the organization.

State:

Resolved: There should be legislative action to mandate and support comprehensive public library services in all North Carolina counties, as a part of the total educational process.

Resolved: To establish a state lottery and use all funds received as a supplement for libraries and schools.

Resolved: That the North Carolina General Assembly mandate the establishment of an effective literacy program in conjunction with local library systems.

National:

Resolved: That interlibrary loan service be extended to offer groups of adult readers the possibility of obtaining multiple copies of a single desired title to meet the group's study needs, obtainable with the request of one authorized individual.

GOVERNMENT OFFICIALS

Resolved: That libraries offer free access to information to users; however, when fees are necessary, charges will be kept to a minimum.

Resolved: That the General Assembly identify a source of revenue that will guarantee adequate funding for public library service.

Resolved: The North Carolina General Assembly assure that library resources of all libraries in the state are listed in computer format so that the total information assets of the state are known and thus available to all citizens.

1990-1991
North Carolina Governor's Conferences
on
Library and Information Services

REGIONAL GOVERNOR'S CONFERENCE
DURHAM, SEPTEMBER 14, 1990
RESOLUTIONS ADOPTED

LIBRARIANS

ALL

Resolved: That the North Carolina General Assembly more adequately fund the State Library of the Department of Cultural Resources the purpose of which is to provide better consultation and assistance to public libraries across the state.

Resolved: That all libraries in the state of North Carolina and all library associations recognize and address the issue of preservation of library collections. Further, be it resolved, that these libraries and library associations will work with the N.C. Preservation Consortium to develop a statewide preservation plan.

Resolved: That the North Carolina General Assembly restore full funding of the Basic Education Program.
Local:

Resolved: That this regional conference affirm its support of the Bill of Rights with specific emphasis on the First Amendment.

Local/State

Resolved: That school libraries be used after school hours for family literacy programs, and that the state of North Carolina General Assembly provide funds for the hiring of librarians and reading teachers for this purpose.

State

Resolved: That the North Carolina General Assembly significantly increase funding designated for books, audiovisuals, equipment, and computer hardware and software in school library media centers. Further, that students at an early age, begin to develop as lifelong learners for the twenty-first century.

Be it further resolved that the North Carolina General Assembly fully fund the Basic Education Program (BEP) and specifically provide for media coordinators and other clerical support personnel.

It is further resolved that additional funding be provided to decrease the current deficiencies in school libraries/media centers, thereby increasing the opportunities for encouraging students to become lifelong readers and learners.

Resolved: That all North Carolina Public Libraries expand services to include programs, materials, information services and staffing to reflect and meet the needs of the State's growing multi-ethnic society.

Further, that all North Carolinians have access to materials and information via the libraries to learn foreign languages and that the North Carolina General Assembly allocate funding for the operational budget of the North Carolina Foreign Language Center.

Resolved: That the North Carolina General Assembly restore funds cut from the library budgets of the University of North Carolina at Chapel Hill and North Carolina State University so that they can continue to develop their collections and provide support to business and industry in North Carolina.

Further, that the North Carolina General Assembly fund the libraries of the UNC System at six percent of their General and Educational budgets.

State and National

Resolved: That the professional associations and the State Librarian in each state initiate legislation for the provision of continuous funds to be used for the purpose of developing, implementing and maintaining an all-inclusive Public Relations Program that describes the types and roles of libraries located within each state and further, that it publicize the importance of librarians in each type of library setting.

Be it further resolved that these Public Relations Programs should be coordinated by the official librarian of each state and that the official State Librarian and the legislature will encourage and maintain active support of all types of libraries.

Resolved: That ethnic minority librarians be encouraged and supported to fully participate at all levels of librarianship to include local, state, regional and national professional organizations.

CITIZENS

ALL

Resolved: That the North Carolina General Assembly more adequately fund the State Library of the Department of Cultural Resources the purpose of which is to provide better consultation and assistance to public libraries across the state.

Resolved: That all libraries in the state of North Carolina and all library associations recognize and address the issue of preservation of library collections. Further, be it resolved, that these libraries and library associations will work with the N.C. Preservation Consortium to develop a statewide preservation plan.

Resolved: That the North Carolina General Assembly restore full funding of the Basic Education Program.
State:

Resolved: That the North Carolina General Assembly fund programs to ensure equal access to electronic information resources to all citizens of North Carolina.

Resolved: That TITLE 44 of the UNITED STATES CODE ensuring access to public information to U.S. Government information be adequately funded and enforced.

National

Resolved: That the current Copyright Law be re-evaluated to reflect the new electronic age and that the Office of Technology Assessment Report, "A Bill of Rights for Electronic Citizens" by Connoly, Gilbert, and Lyman be used as a basis for the re-evaluation.

FRIENDS AND TRUSTEES

ALL

Resolved: That the North Carolina General Assembly more adequately fund the State Library of the Department of Cultural Resources the purpose of which is to provide better consultation and assistance to public libraries across the state.

Resolved: That all libraries in the state of North Carolina and all library associations recognize and address the issue of preservation of library collections. Further, be it resolved, that these libraries and library associations will work with the N.C. Preservation Consortium to develop a statewide preservation plan.

Resolved: That the North Carolina General Assembly restore full funding of the Basic Education Program.
Local:

Resolved: That the local public libraries assume a responsibility for creating a working relationship with the local literacy program.

Resolved: That there be a concerted effort to increase the cooperative sharing of resources among all libraries (public, community college, private/state colleges/universities, hospitals and others) within a given community.

State

Resolved: That the North Carolina General Assembly mandate increased state aid to public libraries so that equal services and materials will be available in each with specific emphasis on books, films, technology, and facilities.

Resolved: That the North Carolina General Assembly more adequately fund the State Library Division of the Department of Cultural Resources in order to provide better consulting and assistance services to public, community college, college/university, school and special librarians across the state.

Resolved: That the special resources of both the North Carolina Library for the Blind and Physically Handicapped and the public libraries be strengthened to meet the growing needs of visually and physically impaired readers. This includes: 1) increasing the number of books and magazines on tapes and records, 2) the number of books in large print and Braille, 3) and providing special reference services and volunteer reading services. Further, that special equipment be installed in public libraries to improve resource accessibility.

Resolved: That the North Carolina General Assembly mandate that each county establish and support a public library.

GOVERNMENT OFFICIALS

ALL

Resolved: That the North Carolina General Assembly more adequately fund the State Library of the Department of Cultural Resources the purpose of which is to provide better consultation and assistance to public libraries across the state.

Resolved: That all libraries in the state of North Carolina and all library associations recognize and address the issue of preservation of library collections. Further, be it resolved, that these libraries and library associations will work with the N.C. Preservation Consortium to develop a statewide preservation plan.

Resolved: That the North Carolina General Assembly restore full funding of the Basic Education Program.

Local

Resolved: That public schools and public library systems be encouraged to cooperate in coordinating resources for student use.

Local/State

Resolved: That publicly funded libraries be assured of adequate and ongoing financial resources for staff, materials and services.

Resolved: That library materials and information services should be made available to the public at no charge and where user fees are unavoidable such charges should be kept to an absolute minimum, preferably below cost.

State

Resolved: That the North Carolina General Assembly assure that the library resources of all libraries in the state be listed in computer format thus allowing all citizens to have access to the informational assets of the state.

State/National

Resolved: That a firm policy be adopted specifying the use of alkaline papers for all publications designed to last for more than a few months or years.

Resolved: That the definition of federal government publications be broadened to include both print and non-print materials, the latter of which includes microforms, audiovisuals, online databases, electronic information products and related materials. Further, that these products should be available through the State and Federal Depository Library Program.

National

Resolved: That postal rates for library materials and telecommunications charges for libraries to access electronic media be kept to an absolute minimum.

1990-1991
North Carolina Governor's Conferences
on
Library and Information Services

REGIONAL GOVERNOR'S CONFERENCE
DEEP RUN, SEPTEMBER 21, 1990
RESOLUTIONS ADOPTED

LIBRARIAN GROUP

Local

Resolved: That public libraries and school libraries continue cooperative efforts to provide year-round library services.

State

Resolved: That the North Carolina General Assembly annually appropriate funds for the construction, expansion or renovation of public library buildings, to be administered by the Department of Cultural Resources, Division of State Library.

Resolved: That the state will continue to adequately fund the Summer Reading Program for all public libraries and school libraries through the Department of Cultural Resources.

Resolved: That the state will continue to provide a Youth Services Consultant position in the State Library, Department of Cultural Resources.

Resolved: That the North Carolina General Assembly through the State Department of Public Instruction provide funding support for school media centers to become members of the North Carolina Information Network for Communications and Resource Sharing.

Resolved: That North Carolina public libraries should expand their services to include programs, materials, and information services and staff expertise necessary to reflect and meet the needs of the state's multi-ethnic society, and all North Carolinians should have access to library materials and information necessary to learn foreign languages as the need for foreign language literacy increases in both the business and personal arena, and the North Carolina General Assembly should allocate state funding for the North Carolina Foreign Language Center's operating budget. The funds should be administered under the direction of the North Carolina Division of State Library.

LIBRARIAN GROUP

National

Resolved: That funding be allocated in school library media centers for current technologies including applications in federal and state educational legislation and that funding priorities be provided to public school libraries to update and maintain resources to meet the needs and interests of their users. This funding should be mandated directly to the Media Center.

Resolved: That support for libraries and library services be continued in order to insure the free flow of information to our citizens and our educational institutions from both commercial and governmental sources.

Resolved: That the U.S. Congress be asked to exempt federal libraries from OMB-A76 (contracting out).

CITIZEN GROUP

Local

Resolved: That school libraries in areas without public library services remain open year round.

State

Resolved: That the North Carolina General Assembly mandate the funding for public libraries in North Carolina.

Resolved: That all libraries and library associations in the state recognize and address the issue of preservation of library collections by working with the North Carolina Preservation Consortium to develop a state-wide preservation plan.

Resolved: The state will continue to adequately fund the Summer Reading Program for all public libraries and school libraries through the Department of Cultural Resources.

Resolved: That the state will continue to provide a Youth Services Consultant position in the State Library, Department of Cultural Resources.

Resolved: That the North Carolina General Assembly assure that library resources of all libraries in the state are listed in computer format so that the total library resources of the state are known and thus available to all citizens.

Resolved: That libraries of all types establish consistent policies for interlibrary loan charges, making fees for borrowing materials minimal.

Resolved: That North Carolina public libraries should expand their services to include programs, materials, and information services and staff expertise necessary to reflect and meet the needs of the state's multi-ethnic society, and all North Carolinians should have access to library materials and information necessary to learn foreign languages as the need for foreign language literacy increases in both the business and personal arena, and the North Carolina General Assembly should allocate state funding for the North Carolina Foreign Language Center's operating budget. The funds should be administered under the direction of the North Carolina Division of State Library.

National

Resolved: That the Congress of the United States be urged to appropriate increased funding for LSCA, ECIA, and HEA to insure improved quality of public, school and academic library services.

Resolved: That categorical funding for sophisticated technologies in schools be supplemented at the national and state levels.

Resolved: That increased funding be given to institutions which share network resources.

GOVERNMENT OFFICIALS/TRUSTEES/FRIENDS GROUP

Resolved: That the State of North Carolina establish a Basic Library Plan which would bring all state funded libraries to an acceptable standard level. The plan should be designed to make North Carolina competitive in education, economic development and access to information in ten years and should be fully funded. The plan should include: 1) materials; 2) staffing and salary; 3) services; 4) access. The General Assembly should identify a source of revenue that will guarantee adequate funding for public library service.

Resolved: That the North Carolina General Assembly fully fund the Basic Education Plan's specific provision for media coordinators.

Resolved: That local libraries place emphasis on outreach programs to the elderly and handicapped through the Division of State Library for the Blind and Physically Handicapped.

Resolved: That the North Carolina General Assembly assure that library resources of all libraries in the state are listed in computer format so that the total library resources of the state are known and thus available to all citizens.

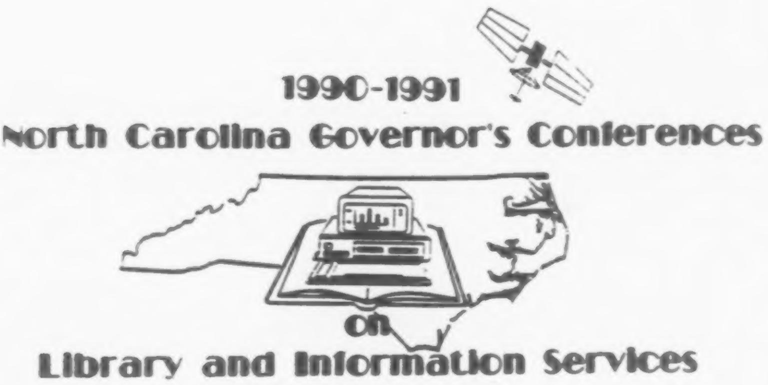
Resolved: That library service to business be developed and promoted in all libraries to meet the economic development needs of the community served.

Resolved: That the North Carolina General Assembly annually appropriate funds for the construction, expansion or renovation of public library buildings, to be administered by the Department of Cultural Resources, Division of State Library.

Resolved: That all libraries and library associations in the state recognize and address the issue of preservation of library collections by working with the North Carolina Preservation Consortium to develop a state-wide preservation plan.

Resolved: That the General Assembly appropriate sufficient resources to the Division of State Library to inform the public about library and information services.

Resolved: That categorical funding for sophisticated technologies in schools be supplemented at the national and state levels and that funding priorities be given to institutions which are sharing networking resources.



1990-1991
North Carolina Governor's Conferences
on
Library and Information Services

REGIONAL GOVERNOR'S CONFERENCE
WINSTON-SALEM, OCTOBER 12, 1990
RESOLUTIONS ADOPTED

CITIZENS GROUP

Resolved: That adequate and equal funds be provided for all schools and public libraries.

Resolved: That the necessary funding be provided at the national and state levels to ensure purchasing of adequate technological equipment and materials for the training or retraining of persons who will be required to maintain an adequate and responsible workforce in North Carolina in the 90's and into the 21st century.

Resolved: That the Congress and appropriate Federal and state agencies develop and put into place a sophisticated multi-media public awareness marketing campaign to inform the public of what is available at libraries and what libraries need.

Resolved: That all libraries and literacy associations in the state recognize and address the issues of preservation of library collections by working with the North Carolina Preservation Consortium to develop a statewide preservation plan.

Resolved: That every school media center be provided with a direct telephone line for networking and telecommunications.

Resolved: That the state of North Carolina recognize there are many effective ways to address adult literacy in addition to community college programs and that funds be made available to non-profit organizations, libraries, schools and other organizations involved in adult literacy projects. Funds would be for materials, training and program administration.

Resolved: That funding be sought for networking among all types of libraries.

Resolved: That computers and software in public libraries complement school use.

Resolved: That the public library system put a priority on recruiting children's librarians and aggressively involve children of the community in programs that will encourage them to read.

FRIENDS AND TRUSTEES

Resolved: That government leaders on local, state, and national levels make a priority funding for all tax-supported libraries.

Resolved: That effective planning and adequate implementation be initiated to promote literacy, to improve employability of citizens, and realistically to enhance the literacy within the family unit.

Resolved: That public libraries form a local communication coalition of library professionals, citizens, educators, and business leaders to develop citizen services' priorities for public libraries, and then determine the best funding opportunities.

GOVERNMENT OFFICIALS

Resolved: That the federal, state, and local governments devise an equitable continuous source of funding to ensure a basic standard of public library service in every county in North Carolina.

Resolved: That local government and libraries formulate a policy that incorporates and actively seeks volunteers because of increased demand for public library services. These volunteers can perform a variety of tasks to support and to supplement the services of the trained library staff.

Resolved: That Funds should be made available to provide information to support small business development and local economic development.

Resolved: That because access to government publications is essential to the operation of a democratic republic and a free, self-governing people, the President and the Congress of the United States must take every step necessary to support and strengthen the Depository Library Service of the United States Government Printing Office, and make absolutely certain that all U.S. Government "publications," no matter what the format, are made available to the American public through the depository library service.

Resolved: That the General Assembly and the General Administration of the UNC system make the funding for libraries a priority at a level sufficient to avoid the deterioration of the quality of services and national standing.

LIBRARIAN GROUP

Resolved: That North Carolina Foreign Language Center be accessible equally to all NC citizens and that it be funded through the NC State Library.

Resolved: That North Carolina should establish a Basic Library Plan to be competitive in education and economic development and to be state-funded within ten years (to include materials and resources).

Resolved: That schools' media centers should encourage and enhance learning through the latest technology through federal categorical funding.
Resolved: That the State Library Commission devise a plan for issuing a free library card accepted in all NC public libraries.

Resolved: That the U.S. Government support equal access to government documents and publications.

Resolved: That a federally supported coalition be established between librarians and suppliers of electronic information to establish mutually acceptable pricing and access policies and structures, which would ensure access to information for all people regardless of their ability to pay for such a service; and that the U.S. Government support a standard for the CD-ROM producers in the information industry, a standard to simplify access and networking.

Resolved: That resources be allocated to libraries for the provision of current information which will have an effect on the recruitment/retention of health care providers in rural and under-served areas and will contribute to the reduction of serious health problems such as infant mortality.

Resolved: That all libraries and library associations in the state recognize and address the issue of preservation of library collections by working with the North Carolina Preservation Consortium to develop a statewide preservation plan.

Resolved: That adequate financial support for libraries and library resources and services be provided in order to insure the continuation of the free flow of information to our citizens and our educational institutions.

1990-1991
North Carolina Governor's Conferences
on
Library and Information Services

REGIONAL GOVERNOR'S CONFERENCE
SUPPLY, OCTOBER 26, 1990
RESOLUTIONS ADOPTED

LIBRARIANS

Public

Resolved: That North Carolina public libraries should expand their services to include programs, materials, information services and staff expertise necessary to reflect and meet the needs of the state's multi-ethnic society, and all North Carolinians should have access to library materials and information necessary to learn foreign languages as the need for foreign language literacy increases in both the business and personal arena, and the North Carolina General Assembly should allocate state funding for the North Carolina Foreign Language Center's operating budget. The funds should be administered under the direction of the North Carolina Division of State Library.

Resolved: That the General Assembly of North Carolina revise and expand existing legislation to mandate and fund county, regional, and municipal libraries, utilizing public library standards as guidelines.

Resolved: That the North Carolina General Assembly and the United States Congress allocate a substantial increase in construction grants for needed new and remodeled full service public library facilities.

Resolved: That the federal government provide financial assistance to public libraries in counties heavily impacted by military installations.

School/Academic

Resolved: That the North Carolina General Assembly significantly increase funding designated for books, audiovisuals, equipment and computer hardware and software in school library media centers. Further, that students at an early age, begin to develop as lifelong learners for the twenty-first century.

Be it further resolved that the North Carolina General Assembly fully fund the Basic Education Program (BEP) and specifically provide for media coordinators and other clerical support personnel.

It is further resolved that additional funding be provided to decrease current deficiencies in school libraries/media centers, thereby increasing the opportunities for encouraging students to become lifelong readers and learners.
Be it further resolved that the North Carolina General Assembly, through the SDPI, provide funding support for school media centers to become members of the North Carolina Information Network for Communication and Resource Sharing.

Resolved: That the North Carolina General Assembly fund the libraries of the UNC system at six percent of their general and educational budgets.

Resolved: That state teacher education and certification programs, both pre-service and in-service, stress resource based learning and information literacy.

Resolved: That the Congress of the United States be urged to appropriate increased funding for LSCA, ECIA, and HEA, to ensure improved quality of public, school and academic library services.

Resolved: That continuing education be accessible to library staff across the state and be adequately advertised as to availability.

CITIZENS

Federal

Resolved: That libraries offer free access to information to users.

Resolved: That the federal government, through the National Endowment for the Humanities, fund implementation programs for statewide preservation of library materials.

Resolved: That the federal government repeal the book inventory tax.

State

Resolved: That the North Carolina General Assembly allocate state funding for the North Carolina Foreign Language Center's operating budget.

Resolved: That the North Carolina General Assembly give greater support to the North Carolina Library for the Blind and Physically Handicapped.

Resolved: That the North Carolina General Assembly give increased funding to support literacy education through local libraries.

Resolved: That state funds reimburse local libraries for the cost of voter registration.

Local

Resolved: That local libraries establish a Board of Trustees and that they meet on a regular basis.

GOVERNMENT OFFICIALS

Resolved: That the North Carolina General Assembly create a program to provide a permanent source of funding for public library construction to assist local county and municipal governments.

Resolved: That the North Carolina General Assembly revise and expand existing legislation to mandate county, regional and municipal public libraries, detailing service, parameters, resources, governance, staffing, financing, facilities and other pertinent matters.

Resolved: That funds should be made available to provide and market information to support small business development and local economic development.

Resolved: That access to the General Assembly's Legislative Update Database be provided to county and municipal governments through public libraries.

Resolved: That the State Library work with regional, county and municipal library systems to develop a statewide library card.

TRUSTEES/FRIENDS

Resolved: That the State of North Carolina General Assembly mandate funding for public libraries and that this funding include a minimum of one library in each county, and that libraries be established under the North Carolina Public Library Standards, and that these libraries be governed by legally constituted library boards who meet regularly on matters of policy and finance.

Resolved: That the North Carolina General Assembly assure with financial support that library resources of all libraries in the state are listed in computer format so that the total library resources of the state are known and thus available to all citizens.

Resolved: That North Carolina public libraries should expand their services to include programs, materials, information services and staff expertise necessary to reflect and meet the needs of the state's multi-ethnic society, and all North Carolinians should have access to library materials and information necessary to learn foreign languages as the need for foreign language literacy increases in both the business and personal arena, and the North Carolina General Assembly should allocate state funding for the North Carolina Foreign Language Center's operating budget. The funds should be administered under the direction of the North Carolina Division of State Library.

Resolved: That the General Assembly give greater financial support in literacy activities in public libraries.

Resolved: That North Carolina congressional delegates work to repeal the inventory tax on books.

Resolved: (Local school level.) That the North Carolina General Assembly categorize the amount of state funds to insure that school libraries receive appropriate support.

Resolved: That the General Assembly give greater financial support for both the North Carolina Library for the Blind and Handicapped and public libraries to increase staff and materials to benefit readers with visual or physical limitations.

Resolved: That the federal government provide financial assistance to public libraries in counties heavily impacted by military installations.

Resolved: That all libraries and library associations in the state recognize and address the issue of preservation of library collections by working with the North Carolina Preservation Consortium to develop a state-wide preservation plan.

1990-1991
North Carolina Governor's Conferences
on
Library and Information Services

REGIONAL GOVERNOR'S CONFERENCE
FRANKLIN, NOVEMBER 2, 1990
RESOLUTIONS ADOPTED

LIBRARIANS

Resolved: That the North Carolina General Assembly shall adopt a basic public library services plan to insure the availability of public library service at an adequate and equitable level to every citizen of North Carolina.

Resolved: That State Aide to Public Libraries must be at least equal to the amount budgeted the previous year.

Resolved: That each public school have a certified librarian/media center specialist regardless of enrollment.

Resolved: That all libraries throughout North Carolina be linked together by the latest technology available so that the residents of North Carolina may have access to the resources of all libraries throughout the state.

Resolved: That each individual school library receive a fair share of the school budget not less that $25 per student with provisions for inflationary increases.

Resolved: That the copyright issue as it applies to all materials be comprehensively reevaluated to reflect the realities of the information explosion to make all resources more accessible.

Resolved: That all U. S. government publications be made available, regardless of format, to the American public through a strengthened Depository Library Service. Further, that electronic information product software be made available free or at a minimum cost, and that telecommunications costs to libraries be kept to an absolute minimum.

Resolved: That the N. C. General Assembly insure the availability of information from all sources in all formats to every N. C. citizen - regardless of ability to pay - using optimum technology through statewide library and information networks, giving access to all library resources in the state.

Resolved: That the general assembly mandate the units of the U. N. C. System that have A. L. A. accredited graduate programs in library science, provide off-campus degree programs in geographically remote areas of the state such as western N. C. and that the state library develop a systematic continuing educationprogram accessible to library professionals and para-professionals throughout the state via on-site and distance education via appropriate technology.

CITIZENS

State

Resolved: That the North Carolina General Assembly take steps to insure the availability of information from electronic sources to all citizens of the state regardless of ability to pay.

Resolved: That the Public Schools and the Department of Instruction have better coordination with the public library on the state level.

Resolved: That there should be legislative action to mandate and support at least minimum standards to support public library services in North Carolina counties as a part of the total educational process.

Local

Resolved: That incentives be developed to encourage interagency partnerships and collaboration in the development of programs to serve illiterate adults.

Resolved: That the public schools and the Department of Instruction have better coordination with the public library on the local level.

Resolved: A. L. A. accredited library programs shall be made available in North Carolina.

Federal

Resolved: That the Federal Government (specifically the National Endowment for the Humanities) make funds available for implementing preservation programs on a statewide level.

Resolved: That the Federal Government rewrite the copyright infringement regulations to reduce restrictions on information dissemination.

Resolved: That the Federal Government maintain support for the blind and physically handicapped through the Library of Congress.

GOVERNMENT OFFICIALS

Resolved: That the General Assembly identify a source of revenue that will guarantee adequate funding to at least minimum standards for all public library service.

Resolved: That the North Carolina General Assembly appropriate funds for the establishment of a Revolving Loan Fund to be administered by the Office of State Library from which low interest loans could be made to local governments exclusively for funding the costs of capital improvements to public libraries in North Carolina. The loan would have to be repaid from non-advalorem tax revenues.

Resolved: That incentives be developed to encourage interagency partnerships and collaboration in the development of programs to serve community governmental, business, educational information needs.

Resolved: That State Library work with public and community college libraries to develop a statewide library information marketing plan.

Resolved: That the General Assembly consider legislation to provide scholarships for deserving students to attend graduate library and information science programs with the obligation to work in a North Carolina public library for four years following graduation.

Resolved: Expand the Microcomputer Center of North Carolina concert interactive TV system to Western Carolina University.
Resolved that State Library work with the University of North Carolina General Administration to offer college credit and continuing education programs at Concert sites at the University of North Carolina at Asheville and at Western Carolina University.

Resolved: That the General Assembly continue to provide resources to serve the visually and physically handicapped through the State Library's Library for the Blind and Physically Handicapped.

Resolved: That in considering critical needs of libraries and increases in population, local government funding agencies continue to expand funding for libraries to meet minimum standards.

TRUSTEES/FRIENDS GROUP

Resolved: That incentives be developed to encourage interagency partnerships and collaboration in the development of programs to serve illiterate adults.

Resolved: That the North Carolina General Assembly mandate the establishment of a state agency that would provide guidelines and support for the preservation of local history in each of the 100 counties in North Carolina.

Resolved: That there should be legislative action to mandate and support at least minimum standards to support public library services in all North Carolina counties, as a part of the total education process.

Resolved: That all libraries and library associations in the state recognize and address the issue of preservation of library collections by working with the North Carolina Preservation Consortium to develop a state-wide preservation plan.

Resolved: That the General Assembly give greater financial support for both the North Carolina Library for the Blind and Physically Handicapped (NCLBPH) and public libraries to increase staff and materials to benefit readers with visual and physical limitations.

Resolved: The campuses of the University of North Carolina system should have graduate programs in library science and be encouraged to provide off-campus degree programs in geographically remote areas of the state such as western North Carolina.

Resolved: That the North Carolina Government create a revolving loan fund or scholarship for students desiring to acquire a degree in Library Science.

Resolved: That the North Carolina General Assembly mandate cooperative planning and sharing of library assets and services among all library groups that would avoid duplication of services and facilities and make more efficient use of limited tax dollars (i.e.: public and private, college and university, community colleges and public libraries and public school systems).

Resolved: That the federal government mandate cooperative agreements between federal headstart programs and public libraries.

1990-1991
North Carolina Governor's Conferences
on
Library and Information Services

REGIONAL GOVERNOR'S CONFERENCE
LENOIR, NOVEMBER 9, 1990
RESOLUTIONS ADOPTED

LIBRARIAN GROUP

Resolved: That funding, through state and federal educational legislation be allocated to school library media centers for current technologies, and that funding priorities be provided to up date and maintain resources to meet the needs and interests of their users. This funding should be mandated directly to the media center. The plan should include (1) staffing, (2) equipment purchase and maintenance, and (3) materials.

Resolved: That the North Carolina General Assembly will appropriate directly to the school media program on an annual basis 60% of the allotted instructional budget as is recommended by the present Media Program Recommendations.

Resolved: That Information Power guidelines be mandated and funded by local, state, and federal agencies. This plan would provide support for the curriculum and maximum access through adequate personnel, staff development, technology, and resources.

Resolved: That accessibility to media services and resources be increased by mandated flexible scheduling, year-round school library services with certified staff, and membership in the North Carolina Information Network for Communications and Resource Sharing.

Resolved: That resources be allocated to libraries for the provision of current information which will have an effect on the recruitment/retention of healthcare providers in rural and under-served areas and which will contribute to the reduction of serious public health problems.

Resolved: That citizens, library professionals, educators, and business leaders form regional library promotion coalitions to develop directions, co-operation, funding, and marketing of library services.

Resolved: That library services to children should be a part of planning and developing literacy programs, outreach programs, and the collection of books and materials.

Resolved: That the United States federal government restore and expand funding for community and junior college libraries through programs such as HEA grants. Such funding would provide books, materials, equipment, and services for which costs have increased, while local resources have decreased.

Resolved: That the State of North Carolina should establish a Basic Library Plan which would bring all state funded libraries to an acceptable standard level. The plan should be designed to make NC competitive in education, economic development and access to information in ten years and should be fully funded. The plan should include (1) materials, (2) staffing and salary, (3) services, and (4) access.

CITIZEN GROUP

Resolved: That local governments provide support for marketing of library services utilizing media, Friends of the Library, and professional members of local boards and agencies.

Resolved: That local governments encourage library boards and other official bodies to cooperate by sharing materials and services within the community including the use of computer networks.

Resolved: That local government should establish a priority to provide the means for non-traditional users of libraries to gain access through bookmobiles, summer use of school libraries, and computer networking.

Resolved: That the State Legislature expedite service to the blind and physically disabled by reducing the time it takes to receive requested materials and broadening the selection available.

Resolved: That the State Legislature mandate a communication mechanism so that information affecting libraries can and will be expeditiously exchanged.

Resolved: That the State Commission on Literacy designate public libraries as initiators of community literacy coalitions to reach needy adults with alternative methods of teaching.

Resolved: That the guidelines for NEH be changed to allow for grants to states for preservation implementation not just planning.

Resolved: That public and academic libraries be allowed access to government public information data bases.

Resolved: That service to the blind and physically disabled be expedited to include greater variety of materials, faster service, and utilization of all producers of appropriate materials.

GOVERNMENT OFFICIALS

Resolved: That the State of North Carolina must take every step necessary to support and strengthen the Depository Library Service of the State Library of North Carolina, and make certain that all North Carolina government publicly-funded information (no matter what the format) is made available to the North Carolina public through the Depository Library Service.

Resolved: That school media centers encourage and enhance literacy through printed materials and the latest technology through state and federal categorical funding.

Resolved: That the North Carolina General Assembly provide a dependable source of funding for public libraries in North Carolina.

Resolved: That high school libraries should be funded by the Department of Public Instruction in order to become active participants in statewide networks, including the North Carolina Information Network.

TRUSTEES/FRIENDS GROUP

Resolved: That the State of North Carolina establish a basic library plan which would bring all state-funded libraries to an acceptable standard level.

Resolved: That local governments and libraries formulate a policy that incorporates and actively seeks volunteers, such as active Friends of the Library.

Resolved: That funding be increased for bookmobiles and that more bookmobiles be added.

Resolved: That the state fund a task force in each county to assess and encourage public service excellence, business and manufacturing incentives for cooperation with public libraries, and cooperation with community resource groups, including public library cooperation on a continuous year-round basis.

Resolved: That entertaining, enlightening, well-written stories and short books be printed for use by literacy students and tutors.

Resolved: That the North Carolina State Publications Clearinghouse designate one public or community college library in each county to be a depository library for state documents.

Resolved: That the Congress and appropriate federal and state agencies develop and put into place a sophisticated multi-media public awareness marketing campaign to inform the public of what is available at libraries and what libraries need.

Resolved: That the North Carolina General Assembly annually appropriate funds for the construction, expansion, or renovation of public library buildings, to be administrated by the Department of Cultural Resources, Division of State Library.

Resolved: That the General Assembly give greater financial support for both the NC Library for the Blind and Physically Handicapped and public libraries to increase staff and materials to benefit readers with visual or physical limitations.

1990-1991
North Carolina Governor's Conferences
on
Library and Information Services

REGIONAL GOVERNOR'S CONFERENCE
ELIZABETH CITY, NOVEMBER 16, 1990
RESOLUTIONS ADOPTED

LIBRARIAN GROUP

Resolved: That the state and federal governments restore and expand funding for school libraries and institutions of higher education so that they can continue to develop their collections and online reference services.

Resolved: That the North Carolina Department of Education make the elementary school library more accessible to all students, teachers and staff during all school hours by mandating flexible scheduling for their libraries.

Resolved: That in the same manner as public money (as in the NC Legislative Tuition Grant) is made available to help students attend private institutions of higher education, money be made available to help private college libraries fund the networking machinery and personnel to keep up with the state-funded academic, public, and school libraries.

Resolved: That federal and state funding be allocated to all library media centers for current technologies.

Resolved: That the General Assembly provide funding at all community colleges for inclusion of library paraprofessional training programs in their curriculums.

Resolved: That the General Assembly should allocate funding for the North Carolina Foreign Language Center and give greater financial support for the North Carolina Library for the Blind and Physically Handicapped.

Resolved: That government funding at all levels be provided to assure that library resources of all libraries in the state are listed in computer format so that the total information assets of the state are known and accessible to citizens of all ages.

Resolved: That access to educational opportunity be provided for paraprofessionals on a local basis through community colleges, telecourses, etc.; that release time for employees engaging in continuing education be provided; and that, in conjunction with increased training, wages for paraprofessionals be increased.

Resolved: That the safety of library staff and patrons be ensured by adequate funding for communications capability from bookmobiles and security measures for library facilities.

CITIZEN GROUP

Resolved: That the public library section of the North Carolina Library Association and the North Carolina Press Association work together to promote public library services and find ways of mutually supporting one another in the dissemination of available databases in the North Carolina Information Network.

Resolved: That public libraries be promoted in the media by a basic section to be included in the local newspaper for library news, and by a 30-second PSA on national television.

Resolved: That all county libraries strive to include a meeting room in any future building plans, to provide meeting space for the public, and in return, provide exposure to the public for the library.

Resolved: That public libraries enhance their services by soliciting volunteers from, and coordinating with, local church groups; by providing weekend hours; by creating partnerships between schools and public libraries; by having more paraprofessionals; and be presenting programs for children age 2 and up which teach positive learning skills appropriate to the age.

Resolved: That the NCLA Public Library Section ensure that one representative in each county have written, accurate, up-to-date information about the role of the library, to communicate to the commissioners and/or people that handle funding for the libraries.

Resolved: That a summer program be provided at various school libraries, run by parent volunteers, to be an addition to summer programs at public libraries.

Resolved: That the state establish and fund a plan that will arouse pre-school and school students interested in math and science by providing more visual materials and realia.

Resolved: That the North Carolina General Assembly mandate the placement in each regional library of northeastern North Carolina microfilm machines capable of making copies on demand of may material available on microfilm.

Resolved: That all libraries and library associations in the state recognize and address the issue of preservation of library collections by working with the NC Preservation consortium to develop a state-wide preservation plan.

GOVERNMENT OFFICIALS/TRUSTEES/FRIENDS GROUP

Resolved: To increase local, state, and federal funding, and to grant individual libraries the power to prioritize their use of federal, state, and local funds.

Resolved: That the State Department of Public Instruction and the North Carolina State Library Commission support and encourage interaction between school and public librarians on a regular basis, to facilitate maximum use of resources and facilities.

Resolved: That there be more interaction between neighboring library regions, so that each may be more informed of each other's actions, policies, and procedures.

Resolved: That the General Assembly give greater financial support for both the North Carolina Library for the Blind and Physically Handicapped and public libraries, to increase staff and materials to benefit readers with visual or physical limitations.

Resolved: That the North Carolina General Assembly and United States Congress provide financial incentives for regional cooperation and sharing of resources.

Resolved: That the North Carolina State Library Commission set up staff development programs targeting local needs for people interested in libraries, utilizing local community colleges and/or university campuses.

Resolved: That the North Carolina General Assembly mandate a specific source for library funds.

Resolved: That funds be available so that all libraries (school, academic, public, and special) may access information and make technology available, to encourage interaction.

Resolved: That a regional library clearinghouse be established in northeastern North Carolina enabling all area libraries to share resources to benefit the citizens of our area.

Resolved: That information for local governments be available from libraries.

Resolved: That the North Carolina General Assembly mandate the placement in each regional library of northeastern North Carolina microfilm machines capable of making copies on demand of any material available on microfilm.

Resolved: That library service to business be developed and promoted in all libraries to meet the economic needs of the community served.

Resolved: That the General Assembly give greater financial support for both the NC Library for the Blind and Physically Handicapped and public libraries, to increase staff and materials to benefit readers with visual or physical limitations.

Resolved: That the North Carolina General Assembly assure that library resources of all libraries are listed in computer format so that the total library resources of the state are known and thus available to all citizens.

Resolved: That all libraries and library associations in the state recognize and address the issue of preservation of library collections by working with the North Carolina Preservation Consortium to develop a state-wide preservation plan.

1990-1991
North Carolina Governor's Conferences
on
Library and Information Services

REGIONAL GOVERNOR'S CONFERENCE
ROCKINGHAM, DECEMBER 14, 1990
RESOLUTIONS ADOPTED

LIBRARIAN GROUP

Local

Resolved: That library service to business be developed and promoted in all libraries to meet the economic development needs of the community served.

State

Resolved: That the State Library provide staff support, staff personnel, and funding for the further development of the state's paraprofessional resources.

Resolved: That the North Carolina General Assembly assure that library resources of all libraries in the state are listed in computer format and that the libraries should have equipment to access the listings.

Resolved: That the North Carolina State Library initiate a study of regional library systems given the present financial climate.

Resolved: That the state government devise an equitable continuous source of funding to ensure a basic standard of library service in every county in North Carolina.

Resolved: That the North Carolina General Assembly assure that library resources of all libraries in the state are listed in computer format so that the total library resources of the state are known and thus available to all citizens.

Resolved: That the North Carolina General Assembly fund in each county a study assessing total library resources with recommendations of ways to implement cooperation among libraries.

National

Resolved: That the federal government restore and expand categorical funding for all libraries.

Resolved: That a school library services act be drawn up to establish grants for providing technologies to school libraries.

CITIZEN GROUP

Local

Resolved: That library board membership should include representatives from those groups of active users of libraries and not be merely honorary or political rewards.

Resolved: That local libraries accept the responsibility of promoting public awareness and use of their institutions.

Resolved: That local libraries and library associations recognize and address the issue of preservation of their collections by working with the North Carolina Preservation Consortium. Preservation is often more cost effective than replacement; therefore, libraries should earmark a percentage of their annual budgets for preservation of collections and buildings.

State

Resolved: That priority nonrestrictive funding be provided to ensure excellence and quality in library services to the community.

Resolved: That school libraries in areas without public library service remain open year round to provide consistent access to libraries.

Resolved: That consistent funding be provided for the purchase and promotion of new reader materials within every library.

National

Resolved: That adequate, equal and nonrestrictive funds be provided for all libraries.

Resolved: That the federal government fund and mount a national media campaign to promote the 21st century library as a multi-media resource.

Resolved: That the current copyright law be re-evaluated to reflect the new electronic age, and increase public access to materials currently restricted.

TRUSTEES/FRIENDS

Local

Resolved: To offset the demands on available funding, that the use of volunteers should be expanded and improved. We recommend the state provide services to make library volunteers more useful.

Resolved: That all libraries be equipped with computers for general public use to be funded by the state.

Resolved: That all libraries and library associations in the state recognize and address the issue of preservation of library collections by working with the North Carolina Preservation Consortium to develop a state-wide preservation plan.

State

Resolved: That the State Library provide a consultant for further development of paraprofessional library staff throughout the state.

Resolved: That the North Carolina General Assembly assure that library resources of all libraries in the state are listed in computer format so that the total library resources of the state are known and thus available to all citizens.

Resolved: That the North Carolina General Assembly give greater financial support for the Library for the Blind and Physically Handicapped and that public libraries increase staff and materials to benefit readers with visual or physical limitations.

National

Resolved: That the U. S. Government restore funding for community and junior college libraries through programs such as HEA grants. Such funding would provide books, materials, equipment and services for which costs have increased, while local resources have decreased.

Resolved: That the Congress and appropriate federal and state agencies develop and put into place a sophisticated multi-media public awareness marketing campaign to inform the public of what is available at libraries and what libraries need.

Resolved: That the federal, state, and local governments devise an equitable continuous source of funding to ensure a basic standard of public library service in every county in North Carolina.

GOVERNMENT OFFICIALS

Local

Resolved: That all units of local government encourage use of the North Carolina Information Network in their school, academic, and public libraries to support business development, educational needs, and local government operations.

State

Resolved: That the state of North Carolina institute incentive grants for careers in library science.

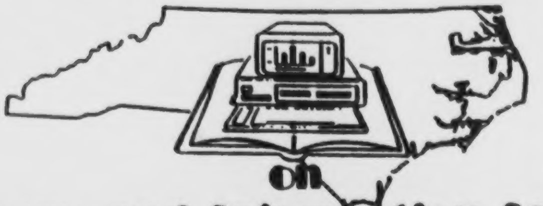
Resolved: That the North Carolina General Assembly provide full funding of the Basic Education Program.

Resolved: That the state of North Carolina provide funding for public library construction.

National

Resolved: That federal funding for school libraries be recommended for purchase of technology resources, especially to meet the needs of multi-cultural and special populations through designation of special line items for libraries in such programs as Chapter 2.

1990-1991
North Carolina Governor's Conferences



on
Library and Information Services

III. KEYNOTE PRESENTATIONS

III.
KEYNOTE PRESENTATIONS

THE WHITE HOUSE CONFERENCE ON
LIBRARY AND INFORMATION SERVICES
1991

CHALLENGE

A Challenge similar to this one was delivered at each conference by the following people:

CHARLOTTE: NC Department of Cultural Resources Secretary Patric Dorsey, Chairperson, North Carolina Governor's Conferences on Library and Iinformation Services
DURHAM: Howard McGinn, State Librarian
KINSTON: NC Representative, Walter Jones, JR.
WINSTON-SALEM: NC Representative, Theresa Esposito
SUPPLY: Terri Union, Chairperson, NC Public Library Trustee Association
FRANKLIN: NC Representative, Marty Kimsey
LENOIR: First Lady Dortoth Martin
ELIZABETH CITY: John Welch, Assistant State Librarian
ROCKINGHAM: The Honorable Patric Dorsey

FELLOW CONFERENCE PARTICIPANTS.

IT IS A PLEASURE FOR ME TO JOIN YOU FOR THIS LAST OF NINE REGIONAL GOVERNOR'S CONFERENCES ON LIBRARY AND INFORMATION SERVICES. AS CHAIRMAN OF THE COMMITTEE ON GOVERNOR'S CONFERENCES I WANT TO PUBLICLY THANK THOSE PEOPLE WHO HAVE DELIVERED THIS CHALLENGE AT PRECEDING CONFERENCES. IN PARTICULAR, LET ME EXPRESS OUR GRATITUDE TO FIRST LADY DOROTHY MARTIN, NORTH CAROLINA REPRESENTATIVES WALTER JONES, JR., THERESA ESPOSITO, AND MARTY KIMSEY, AND NORTH CAROLINA LIBRARY TRUSTEE ASSOCIATION CHAIRMAN TERRI UNION.

THANKS ALSO TO THOSE STATEWIDE GOVERNOR'S CONFERENCE COMMITTEE MEMBERS JANE BARRINGER, FLORENCE GATTEN, ALBERT COX, ELINOR SWAIN, ELLA SCARBOROUGH AND OTHERS WHO HAVE LISTENED DILIGENTLY TO COMMENTS AND PARTICIPATED IN DISCUSSIONS ON LIBRARY ISSUES AND CONCERNS.

TODAY WE HAVE THREE MAJOR TASKS -- THREE GOALS TO ACCOMPLISH.

FIRST, WE ARE LEARNING ABOUT NORTH CAROLINA'S LIBRARIES AND THEIR IMPORTANCE IN SAFEGUARDING OUR FREE SOCIETY. MANY OF YOU KNOW ABOUT THE LIBRARY YOU REPRESENT, BUT MIGHT WANT TO VISIT THE EXHIBITS TO LEARN ABOUT OTHER TYPES OF LIBRARIES AND THE SERVICES THEY PROVIDE.

OUR SECOND TASK IS TO SUBMIT RESOLUTIONS FOR THE SCHEDULED WORKING CONFERENCE IN 1991. MANY INTERESTING IDEAS HAVE ALREADY BEEN BROUGHT FORTH:

(1) THE NEED FOR A STATEWIDE LIBRARY CARD,

(2) A PUBLIC RELATIONS CAMPAIGN TO HELP OUR CITIZENS BETTER UNDERSTAND SERVICES AVAILABLE,

(3) LEGISLATION FOR LOW INTEREST FUNDING FOR LIBRARY FACILITIES,

(4) THE NEED FOR AN EXPANDED STATEWIDE DATABASE OF LIBRARY HOLDINGS FOR ALL TYPES OR LIBRARIES,

(5) SUPPORT FOR THE STATE LIBRARY AND ITS LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED,

(6) SUPPORT FOR PRESERVATION OF LIBRARY MATERIALS,

(7) SUPPORT FOR FEDERAL LEGISLATION FOR LIBRARIES, AND

(8) THE NEED FOR MORE MATERIALS IN NATIVE LANGUAGES OF FOREIGN BORN CITIZENS.

OUR SPECIAL MISSION TODAY IS FIND OUT WHAT YOU THINK NEEDS TO BE DONE TO ENHANCE AND IMPROVE LIBRARIES SO THEY WILL MEET TOMORROW NEEDS.

AND, OUR FINAL TASK IS THE ELECTION OF EIGHT DELEGATES TO REPRESENT YOU AT NEXT YEAR'S WORKING CONFERENCE IN RALEIGH.

BOTH PRESIDENT GEORGE BUSH AND GOVERNOR JAMES MARTIN ARE STRONGLY COMMITTED TO OUR EFFORTS. THROUGH THEIR ENCOURAGEMENT AND SUPPORT, THE REGIONAL CONFERENCES PROVIDE AN EXCELLENT OPPORTUNITY FOR OUR CITIZENS TO EXPRESS AND DISCUSS IDEAS AND OPINIONS ON THE NEEDS AND FUTURE OF NORTH CAROLINA'S LIBRARIES.

TO MORE ACCURATELY REFLECT OUR CONCERNS AND VIEWPOINTS, THE STATUTES GOVERNING THE WHITE HOUSE AND GOVERNOR'S CONFERENCES MANDATE FOUR PARTICIPANT CATEGORIES. LATER TODAY OUR SMALL GROUP SESSIONS WILL MIRROR THESE CATEGORIES. WE WILL DIVIDE INTO GROUPS REPRESENTING (1) THE GENERAL PUBLIC, (2) FEDERAL, STATE, OR LOCAL GOVERNMENT OFFICIALS, (3) ACTIVE LIBRARY AND INFORMATION SERVICE SUPPORTERS, INCLUDING FRIENDS AND LIBRARY TRUSTEES, AND (4) LIBRARY AND INFORMATION PROFESSIONALS.

JOIN WITH ME TO CONSIDER BRIEFLY EACH OF THE THREE TASKS BEFORE US TODAY.

TO ACCOMPLISH OUR FIRST TASK -- TO LEARN ABOUT LIBRARIES AND THEIR MANY SERVICES -- WE HAVE VISITED LOCAL LIBRARIES, THE EXHIBITS ON DISPLAY AND TALKED WITH LIBRARIANS, LIBRARY USERS, AND SUPPORTERS.

I KNOW THAT OUR PUBLIC LIBRARIES PLAY AN ESSENTIAL ROLE IN

ASSISTING READING READINESS FOR PRESCHOOLERS AND IN PROVIDING CRITICAL ASSISTANCE TO LOCAL BUSINESSES. PUBLIC LIBRARIES ALSO ENCOURAGE LIFELONG EXPERIENCES ON A HIGHLY PERSONAL OR INDIVIDUALIZED LEVEL.

GRAMMAR SCHOOL AND HIGH SCHOOL LIBRARIES UNLOCK A CHILD'S POTENTIAL. THEY OFFER A VIRTUALLY UNLIMITED "OPENING" ON THE WORLD FOR SCHOOL CHILDREN -- A MEANS TO BEGIN AN ODYSSEY OF REAL LEARNING.

COMMUNITY COLLEGE AND ACADEMIC LIBRARIES OFFER IN-DEPTH INFORMATION ON A VARIETY OF SUBJECTS. IN THIS AGE OF HIGHLY COMPARTMENTALIZED SPECIALIZATION, ACADEMIC AND RESEARCH LIBRARIES ARE VITAL TO OUR NATION'S CONTINUED GROWTH AND DEVELOPMENT -- CONSIDER THE IMPORTANCE OF UNIVERSITY LIBRARIES TO SUCH CENTERS AS THE RESEARCH TRIANGLE PARK.

MANY UNIVERSITIES AND CORPORATIONS HAVE SPECIALIZED SUBJECT LIBRARIES, WHICH ENCOURAGE INVESTIGATION OF TOPICS, INCLUDING OUR NATION'S HEALTH, LEGAL ISSUES, AND PRODUCT DEVELOPMENT.

EACH OF THESE LIBRARIES SERVES THE CITIZENS OF NORTH CAROLINA AND THE UNITED STATES. THEIR GOAL IS TO FURNISH INFORMATION EFFICIENTLY AND COMPLETELY WHICH WILL ASSIST EACH OF US TO ACHIEVE OUR GOALS.

OUR SECOND TASK IS TO FORMULATE RESOLUTIONS WHICH WILL BE CONSIDERED AS THE BASIS FOR ACTION BOTH ON THE STATE AND NATIONAL LEVEL.

SINCE 1978 WHEN OUR LAST GOVERNOR'S CONFERENCE WAS HELD, NORTH CAROLINA HAS IMPLEMENTED THROUGH A BIPARTISAN EFFORT OF LEGISLATORS, TRUSTEES, FRIENDS, LIBRARY SUPPORTERS AND LIBRARIANS A NUMBER OF THE RESOLUTIONS ADOPTED AT THAT WATERSHED MEETING.

LET ME LIST JUST A FEW OF THESE ACCOMPLISHMENTS:

1.) IN 1985 NORTH CAROLINA INCREASED STATE AID TO PUBLIC LIBRARIES FROM 3.5 TO OVER 11 MILLION DOLLARS, RESULTING IN EXPANDED SERVICES, FACILITIES, AND MORE LIBRARY BOOKS AND FILMS.

2.) IN 1987 WE WERE ABLE TO IMPLEMENT THE STATE DOCUMENTS DEPOSITORY SYSTEM, WHICH MAKES STATE DOCUMENTS AVAILABLE IN 20 REGIONAL LIBRARIES THROUGHOUT NORTH CAROLINA -- NOT JUST IN RALEIGH.

3.) A STATEWIDE LIBRARY FRIENDS GROUP HAS BEEN FORMED TO INVOLVE CITIZENS IN LIBRARY SUPPORT EFFORTS. IN 1989 A STATEWIDE

FRIENDS OF THE LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED WAS ESTABLISHED. PERRY WHITE OF SANFORD WAS INSTRUMENTAL IN THE ESTABLISHMENT OF BOTH GROUPS.

4.) IN 1985 A NORTH CAROLINA CONTINUING EDUCATION CENTER AT NORTH CAROLINA CENTRAL UNIVERSITY WAS ESTABLISHED. THIS PROGRAM OFFERS CONTINUING EDUCATION LIBRARY STAFF MEMBERS, TRUSTEES AND FRIENDS.

5.) THE STATE HAS INCREASED FUNDING FOR THE NORTH CAROLINA LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED. IN 1989 A MARKETING DIRECTOR WAS HIRED TO REACH OUT TO THE MANY UNSERVED CITIZENS NEEDING THESE SERVICES.

6.) SCHOOL LIBRARIES HAVE RECEIVED SIGNIFICANT FUNDING THROUGH THE BASIC EDUCATION PLAN. WHEN FUNDED THIS PROGRAM WILL PLACE AT LEAST ONE FULL TRAINED MEDIA SPECIALIST IN EACH SCHOOL LIBRARY, AND MORE IN LARGER SCHOOL SYSTEMS.

7.) IN THE FALL OF 1986 THE FIRST ELECTRONIC INTERLIBRARY LOAN TRANSACTION WAS MADE OVER THE NORTH CAROLINA INFORMATION NETWORK WHICH TIES ALL TYPES OF LIBRARIES TOGETHER THROUGH SHARED ACCESS TO LOCAL, REGIONAL AND NATIONAL DATABASES. THIS COOPERATIVE VOLUNTARY SHARING OF EXISTING RESOURCES PROVIDES BETTER ACCESS TO MORE THAN 12 MILLION MATERIALS HOUSED IN ACADEMIC, SPECIAL, COMMUNITY COLLEGE, PUBLIC LIBRARIES AND SCHOOL LIBRARIES AND HAS BECOME A MODEL FOR OTHER STATES.

AND LASTLY, (8.), SUPPORT HAS BEEN GIVEN TO NATIONAL FUNDING FOR LIBRARIES THROUGH THE LIBRARY SERVICES AND CONSTRUCTION ACT, THE ELEMENTARY AND SECONDARY EDUCATION ACT, AND THE HIGHER EDUCATION ACT.

FEDERAL FUNDS ALLOTTED THROUGH THESE STATUTES BUILD LIBRARY BUILDINGS, PURCHASE NEW LIBRARY EQUIPMENT AND MATERIALS, PROVIDE FOR THE ELECTRONIC CONVERSION OF LIBRARY RECORDS, AND SPONSOR SPECIAL PROGRAMS. THESE PROGRAMS INCLUDE: OUR STATEWIDE SUMMER READING PROGRAM THAT ANNUALLY REACHES MORE THAN 150,000 CHILDREN IN 95 COUNTIES AND THE QUIZ BOWL WHICH INVOLVES YOUNG ADULTS, TEACHERS, AND LIBRARIANS IN OUR SCHOOL AND PUBLIC LIBRARIES IN 80 NORTH CAROLINA COUNTIES.

AT THIS REGIONAL MEETING YOU WILL SHARE YOUR IDEAS CONCERNING THE FUTURE OF OUR LIBRARIES IN THE FORM OF RESOLUTIONS OR "ACTION ITEMS". IN YOUR PACKET YOU WILL FIND A RESOLUTION FORM. PUT YOUR IDEAS ON PAPER AND BE PREPARED TO DISCUSS THEM IN THE SMALL GROUP

SESSIONS THIS AFTERNOON.

OUR THIRD AND FINAL TASK IS THE SELECTION OF REPRESENTATIVES FOR THE WORKING CONFERENCE IN RALEIGH NEXT YEAR. YOU WILL ELECT A TOTAL OF EIGHT DELEGATES, TWO FROM EACH OF THE CATEGORIES MANDATED IN THE LAW.

EMPLOYING YOUR IDEAS AND SUGGESTIONS, THESE REPRESENTATIVES WILL DRAFT A STATEWIDE AND NATIONAL AGENDA FOR THE LIBRARIES OF TOMORROW. FROM THESE ELECTED REPRESENTATIVES AND THE COMMISSION APPOINTED BY GOVERNOR MARTIN, SIXTEEN NORTH CAROLINA DELEGATES AND FOUR ALTERNATES WILL BE SELECTED TO REPRESENT US AT THE WHITE HOUSE CONFERENCE IN JULY OF 1991.

TODAY WE FINISH AN IMPORTANT AND EXCITING PROCESS -- ELECTING DELEGATES TO CARRY OUR IDEAS AND CONCERNS TO STATE AND NATIONAL CAPITALS. THANK YOU FOR ACCEPTING THIS CHALLENGE. LET ME ENCOURAGE YOU TO USE THIS OPPORTUNITY TO SHARE YOUR IDEAS ON HOW TO PLAN FOR THE FUTURE LIBRARY AND INFORMATION NEEDS OF OUR CITIZENS.

THANK YOU.

Remarks by Gov. Jim Martin
Library and Information Services Conference
Public Library, Charlotte
Friday, August 3, 1990 10:00 a.m.

Thank you, Dr. (Leland) Park, and thank you all for organizing and taking part in this library and information services conference.

As a former member of Chalmers Davidson's Library Committee, and ex officio member of the board of this institution with Hoyt Galvin and Ririal Stephens, I am impressed and delighted with its progress it expansion of capacity to over 800,000 volumes, on 14 miles of shelves, in double the space for people and collections and staff. Well done, Carla DuPuy and Bob Cannon.

To paraphrase one of our nation's greatest leaders, we are met here today on the battlefield of a great war. We face a conflict between the high-tech terminals and data bases of today's information age and the books and papers of traditional literary collections.

Our task is to mediate this conflict between the old and the new, to preserve the collections of the past and expand them to include access to the wide range of information available in the computer age.

Without a doubt, the greatest weapon we wield in resolving this conflict is our libraries.

In Thomas Carlyle view, "All that mankind has done, thought, gained or been: it is lying as in magic preservation in the pages of books."

Our public libraries preserve these deeds, these thoughts, these successes and failures in priceless collections, freely available to everyone who wishes to learn and to make them part of themselves.

I remember from my boyhood how much I enjoyed reading The Adventures of Sherlock Holmes by Sir Arthur Conan Doyle, a book I borrowed from the public library in Winnsboro, South Carolina.

For an inquisitive youth, matching wits with Sherlock Holmes was mystery and excitement at its best. With the turn of each new page, the game was afoot. I imagined myself striding alongside Mr. Holmes and Dr. Watson, gathering clues, deciphering codes, analyzing information and deducing the identity of the true culprit in such classic stories as the "Hound of the Baskervilles" which I watched on public television last night, and the "Speckled Band."

But those adventures were more than just pleasant sidetrips into the world of imagination. They gave me real insights into psychology, observation, analysis and solution -- tools of the trade in my later careers in chemistry and politics.

Hundreds of books and a few years after Sherlock Holmes, I am still reading, still learning, and still relying on the public library. I still relax with mystery and adventure novels, although the relaxation exhausts me by keeping me up all night. My favorite novelists are Justin Scott (who is not prolific, but understands sailboats) and Robert Ludlum (who is, but doesn't). A Mississippi legislature sent me a translation of Sun Tzus "Art of War." I just finished "A Time To Kill" by John Grisnam, another Mississippi legislator; and "At Dawn We Slept," a detailed, annotated historical account of the attack of Pearl Harbor. Now, I'm reading John Naisbitt and Patricia Aburdene's "Megatrends 2000" ... unsure as yet whether it is fiction or non-fiction.

For me, libraries are the knight-errants leading the public quest for knowledge -- and QUEST is perhaps one acronym I can use to describe what libraries mean to us as individuals and as a society.

Q could stand for Questioning; for the pursuit of knowledge comes from a desire to answer the questions that are important to us. Libraries are a treasure house of questions. And answers -- answers that prod us to ask ever deeper and more meaningful questions as our knowledge grows. Questions about one's self, and about others, and about the nature of things.

U stands for Understanding, because it's not enough merely to possess knowledge. Historical facts, scientific theories and great literature mean little if they do not inspire thought and a deeper understanding of our world and the creatures who share it with us.

E. E is surely for the Education our libraries offer us about our world, about other lands and people we may never visit, about the lives and thoughts of great people we will never meet, and the wonders of nature we cannot see. E is for education about ourselves, who we are, where we come from, and where we hope to find ourselves in the future.

S is for Skill -- for the ability to read, write, speak and think that develops in the learning process. Our libraries play an invaluable role in developing these skills. From preschool reading programs through adult literacy training, libraries promote and improve these skills among a populace that must have them to compete in an increasingly complex and technological society. We must learn to read; then we can read to learn.

S is for skill.

Finally, T is for Truth. Truth is often elusive. The pursuit of truth is often controversial, even in the most objective sciences. We know rulers often attempt to alter history for their own ends. History is often written by the prevailing army, or party.

We know that facts can be misinterpreted. But how do we know which fact or which opinions to accept.

Here, too, our libraries are a tremendous asset. The wealth of knowledge and perspectives and controversy they contain; these teach us and require us to analyze arguments and judge for ourselves which side of an issue offers the best course of action.

This process of education, analysis and decision is the cornerstone of our democracy. For self-government to be responsible and responsive, the public must be able to obtain reliable information ... it must be able to analyze ... and it must be able to decide what course of action best serves the common good.

John Adams understood this function of education. "Liberty" he said, "cannot be preserved without general knowledge among the people...Let us dare to read, think, speak and write...Let every sluice of knowledge be opened and set a-flowing."

Our libraries, then, must perform these functions. To preserve our democracy we must question, understand, educate one another, and develop our skills in the quest for truth.

As our pursuit of knowledge leads us into the 21st Century, already dubbed "The Information Age," new forms of technology allow us to obtain more statistical information than we ever thought possible. Our libraries must keep pace if they are to retain their vital role as storehouses of information.

275 of our libraries in North Carolina have already joined the North Carolina Information Network, allowing their patrons computer access to over 12 million data entries.

Through the network, anyone can obtain information on purchasing and contracts for small businesses, job vacancies in state government, and statistical data through the State Data Center.

I have access to the North Carolina Information Network through the computer in my office, and I have found it to be a quick and easy source of information on almost any topic.

It is still fledgling, limited to the amount of data that can be filed with it. Today I want to offer to Howard McGinn, my mentor, use of a collection of the data and graphics developed for me, which I use daily to quickly review a development so that it can be available on your terminal. If this is practical, you can show, use (and critique) the information I see on the budget, highways, Hugo damage SAT scores, infant mortality, shellfish landings, hazardous waste, unemployment, and on and on.

Much has changed since the days when I first read Sherlock Holmes. Libraries full of books, periodicals and newspapers have expanded to include microfilm, audio cassettes, video tapes and computers.

But the joy of reading and our capacity to learn have not changed.

As a distant relative of mine, Sir Francis Bacon once said, "Reading maketh a full man (a rather sexist term of phrase that worked well 350 years ago, for which the family today offers apology) conference a ready man, and writing an exact man.

Some scholars say that Sir Francis was the last person in the world to know all that there was to know.

No one can make that claim today. But everyone can learn just about anything they want to know by knowing how to use a library, the medium for our quest.

Thanks to you, everyone can begin -- and continue -- the unending quest of a lifetime of learning to read and reading to learn in North Carolina.

-end-

GOVERNOR'S CONFERENCE ON LIBRARIES

FRIDAY, SEPTEMBER 3, 1990

"PUT YOUR MONEY WERE YOUR MOUTH IS"

by

Ella Butler Scarborough

I need a better educated and informed public..
I need a literate society.....
I need every child to sound out his/her words phonetically and read by the time he/she reaches first grade.
I need care for homeless people and persons who have, for some reason, lost touch with reality and hang in the streets...

I need for each child who graduates from Junior High School to master the basic math skills that will allow him/her to function in our society as a responsible citizen...

I need information yesterday, P.D.Q., precise and in a usable form from which to choose books, articles or tapes I need to make my business decisions....

I need informed, highly educated Information Specialists/ Librarians/Programmers and Document personnel who will understand my needs.....

But FUNDING is short this year (as if we don't hear that story every year) and I must cut something. Well, librarians, teachers, colleges, and mentally ill citizens, I have to cut your budget... But I don't understand why little Johnny and Suzie can't read?

I WANT... BUT place my dollars on B-2 Bombers that cost 1 billion dollars each, foreign trade, flag burning issues that fog the real issues which plague our society, and work on the drug user which is the symptom versus determining, WHAT IS IT ABOUT AMERICA TODAY that our citizens need to be "OUT OF IT.. RATHER THAN FACE IT..... "THE REAL CAUSE"?

For these schizophrenic WANTS, CONFUSED needs and SOCIAL ills, we MUST prioritize our dollars, "PUT OUR MONEY WHERE OUR MONTH IS" and EDUCATE THIS DIVERSE SOCIETY by providing for freedom of the mind, thought, and expression.

GOOD MORNING

To the honorable James Martin, Governor of our Great State, Patric Dorsey, Secretary of the Department of Cultural Resources, Carla Dupuy, Chair of Mecklenburg County Commission, Howard McGinn, Director of the State Library, Bob Cannon, Director of the Public Library of Charlotte Mecklenburg County, (I plan to know Bob a little better in the next few days and test his political SAVVY), Dr. Leland Parks, Chair of our Regional Governor's Conference, and most of ALL to our ACTION TEAM, the Librarians, Government Officials, Library Trustees, Friends of the Library, and visiting friends, thank you for allowing me to share a few of my opinions on issues and roles we should be playing as we continue to shape the future of Libraries. Judith, thank you for that warm and gracious introduction.

Now, Judith told you a few things about me but she did not tell you the "real" secret about me. I am the daughter of a preacher man and LOVE to talk... for hours.

"PUT YOUR MONEY WHERE YOUR MOUTH IS"

The real experts are here, Gloria, Ray and Bob. They are our authorities in the field of Academic, Public and School Libraries. (And by the way, I expect to see someone from the Special Library area on this panel in the future) So I can talk in general and they will fine tune everything I say..."Its wonderful!"

I will share three topics as I see them:

I. New Technologies
II. Funding/Politics
III. Meeting the needs of our Customers

I. WHAT ARE OUR NEW TECHNOLOGIES? - How can automation and computer technology be used to enhance public library service, to make things easier for the patron rather than making it harder for him/her? This question is not just for public librarians, but each of us must recognize that the "real" reason for existing is people. Our customer is "number one". Having the latest technology where only the librarian can use it means nothing. Shared data is one of the ways to make the best out of what we have. Yes, we look to the future to enable us to conduct a search on DIALOG, Technology will do anything we program it to do. The challenge is making it user friendly for all of our customers so that we meet their needs.

II. FUNDING/POLITICS - I place these two together because they belong together. Political SAVVY directly relates to funding. I am always told that Librarians should be very careful about being involved in political campaigns. You often wonder how a small town like "that" got more funding than you. If you eat the same place with "The Powers That Be" and get his/her ear but other places are so spread out and never see "The Powers That Be", you would understand why. Within good taste, we must work on some campaigns, stuff envelops, make some telephone calls, because the persons who make the decisions about your budget are human beings. They respond to the best all around. Why do you feel in this region, that the Hornets impress the media and the NBA? They place megabucks in advertising and they give back to the community. The purse string holder must know the needed material that you have for them to do their job. Market your services to "The Powers That Be".
Intellectual freedom is a MUST! Although school libraries serve as access points to information and ideas, some community members attempt to place limitations on resources and ideas. In a pluralist society, it is important that school library collections represent diverse points of view and that all resources are available to each student. The concepts of intellectual freedom and the principles

One point five million dollars will be dedicated for marketing the new Convention Center. We need to talk with our Convention and Visitors Bureau about dedicating some funds for our additional portable take home terminals.

III. FINALLY, WE MUST MEET THE NEEDS OF OUR CUSTOMERS - Everyone you come in contact with is your customer. As I talked with librarians about the issues of libraries for this conference, several of them talked about developing ways to get closer to the users -- Going to the user versus the user coming to them. I am a firm believer of getting on the monthly meeting agenda of civic clubs, neighborhoods and churches to market the library. Our users do not know what we can do for them because we are not telling it. Someone needs to be on the agenda of the Realtors' monthly meeting and the Chamber's meeting. They need to know how it all reverts back to the library. The Charlotte Chamber, after doing the big things well, finally realized that the missing piece of their puzzle was education. Now is the time to get their attention.

We must stay in a serving mode. Several of the issues relating to the White House conference were centered around being user friendly. To have information where no one understands how to get to it "just does not meet the needs of the customer." The Challenge is to be innovative and give the customer what he/she has requested.

Talking is all right, but action is greater. PUT YOUR MONEY WHERE YOUR MONTH IS.

expressed in the Library Bill of Rights must be defended by the school staff, especially as more local control is exerted over textbook selection and funding of resources. We must use every bit of energy we can muster to uphold this right.

Our school library budgets have failed to keep up with the soaring costs of materials, making it increasingly difficult to provide up-to-date resources in a variety of formats. School librarians are unable to buy one book per child to add to the collection each year when the average price of a secondary book is $28.23. Federal dollars allocated categorically for school library resources have been minimal for the past several years. We must place librarians or allies in political office at all levels. They know and will fight for our causes. The developers of Charlotte are so tired of me (Bob Cannon might also be tired of me having developers call him about library locations). Each time I talk with developers I try to ask the question, "will you have enough space in this development to dedicate space for a library?" Then when they ask, how much, I say, "call Bob Cannon". As our Chamber markets our city and state, the library must play an important part of the marketing strategies of enticing new industries. So, as the Chamber solicites funds to market, we need to ask the Chamber to donate money to help build our collections. This is not unique to Charlotte. The new Convention Center in Charlotte will cost over 135 million dollars. This past summer the North Carolina Legislature approved an additional 3.5 cent on hotels/motels taxes for Charlotte.

SOLINET, OCLC, LEXIS/NEXIS or any other database that will call up the document with the option to have it printed or read online. We will see not only an abstract but the full text including graphs, charts and diagrams with three dimensional drawings. We need more funding from the state level for desk top or portable terminals to be checked out to homes. The Library would conduct the search and provide a diskette with the information that will allow the user to massage the data and print only the information he/she needs. Local Area Networks are being shared with written/paid permission of the vendor to use the software on a network. The LAN as it is called, will allow up to 100 persons using different PCs, to access the same software. And for those of us who did not learn to type well, help is here! The PS/2's have a mouse which calls for no typing. You merely place the cursor on what you would like to do and press the ENTER key. According to the list of issues for N.C. School libraries for this conference, the costs of the sophisticated technologies necessary to access and utilize information - computers, CD-ROM workstations, laser disk players, etc - create inequities among school systems. Many N.C. School children, Mr. Governor and Secretary Dorsey, still watch black and white television in a color television world. Most school libraries do not even have the most basic of 20th century technologies, the telephone. We've come a long way but we have miles to go before we can sleep.

Rethinking Libraries for the Twenty-first Century

Speech for the Governor's Conference on Libraries
Durham, North Carolina
September 14, 1989

Barbara B. Moran
School of Information and Library Science
University of North Carolina at Chapel Hill

Rethinking Libraries for the 21st Century

I want to begin by thanking you for the invitation to serve as the keynote speaker for this conference. As someone who has worked in many different types of libraries and who now is engaged in educating librarians-to-be, there are few topics I am more interested in than the well-being of libraries, both in this state and nationally. And, as someone who has always been concerned that, as a profession, librarians spend too much time talking to each other instead of making our case to the larger world, I am especially pleased to have the chance to represent libraries to an audience composed primarily of non-librarians.

It is an opportune time to be asked to provide an overview of librarianship because there are many exciting events taking place in the field. If libraries were ever static places, they certainly are not now. Libraries of all types of are in the middle of what has been called a "quiet revolution." It is quiet because the signs of change are subtle and not always evident. It is a revolution, nonetheless, because the changes will most surely affect all libraries, from the largest research libraries to the public libraries of the smallest communities.[1] Today's libraries are in a transition from manual to electronic systems. The use of computer technology has begun to transform libraries. Most of you are already aware of many of these changes but a good deal of the transformation has taken place behind the scenes and is not readily apparent to the library user. But, as much as libraries have already been revolutionized, the period of change in libraries is far from finished. Databases are replacing card catalogs and printed indexes and abstracts. Information is being produced and stored in new forms. The merger of computers and printing is leading to new methods of information transfer. Most libraries are no longer self-sufficient but are linked through electronic networks of various types. The changes brought about by advances in technology have been so extensive that it is difficult to assess their total effect, but it is clear that libraries are in a state of fundamental transformation. As one noted expert has said, libraries are being "reinvented in the electronic environment."[2]

Today, it will be my pleasure to provide an overview of these "reinvented" libraries, recounting both the extraordinary advantages technological change has brought to libraries of all types and also some of the problems that have accompanied this change. But no overview of the field of librarianship would be complete without looking at more than technology. Technology has been a driving force behind many of the changes, but libraries are also facing challenges brought about by other societal forces. Libraries are institutions that have always been affected by their social contexts and environments. The shape and the mission of tomorrow's library will be decided in great part by how today's society responds to such public policy questions as "How important will education be to the United States?" and "How much is this nation willing to invest in providing information to its citizens?" The theme for the upcoming White House Conference on Libraries will be Library and Information Services for Productivity, Literacy, and Democracy. The purpose of the meeting today and of the White House Conference itself is to develop recommendations for public policy which will ensure that tomorrow's libraries can contribute to the maximum extent possible to increasing productivity, literacy and democracy in this society. In order to know how libraries can best be prepared to face the future, I will attempt to provide a "status" report of where libraries are today and some of the challenges facing them. To provide a comprehensive description of the state of librarianship in the year 1990 would take a much longer time than I have been allotted here. The overview which follows is necessary a compressed and highly selective one, but I hope the account will be full enough to permit the identification of the most important trends.

Although, this presentation could be shaped in a number of different ways, I have chosen to discuss the major trends that I see affecting libraries of all types and will leave it up to the respondents to the speech to indicate how these trends and others are influencing their specific type of library. Because technological change has triggered so many innovations in libraries, I will discuss it first.

Technology

Libraries of all kinds and sizes have been greatly affected by the new computerized technologies which have become commonplace in libraries in the last two decades. Throughout history, libraries, like most institutions, adopted new technologies as they became available. For example, manuscripts were replaced by the printed book. More recently, the use of typewriters replaced the "library hand" which was once taught to all aspiring librarians. The technologies found in present-day libraries vary widely, and new technologies rarely completely replace the previous ones. Libraries exhibit this mix of technologies perhaps more clearly than other institutions. The diversification is exemplified in libraries' holdings which may range from clay tablets and papyrus to digitized video discs and electronic databases. In terms of processing and handling these materials, librarians also rely on a variety of technologies from pencils to computer terminals. So, librarians are no strangers to the need to innovate and are used to working in an environment where new technologies exist alongside the old ones. What is different about the present era is the rapid pace of development, where change must be dealt with continuously.

Hours could be spent discussing the changes computerization has brought to all types of libraries, but let me just briefly touch upon the high spots. Libraries, especially large libraries, were early users of computer applications, but most of this early use was invisible to patrons. As anyone who has ever worked in a library knows, librarians spend more time processing information about books and journals, than they devote to working with the objects themselves. Library materials need to be ordered, checked in, cataloged, and circulation records need to be maintained. Computerization provided an immense help in these "housekeeping" functions of librarianship. In addition, computerization was utilized to cut down on repetition of various types. Some libraries adopted integrated systems which allowed just one record to be used for a variety of functions including acquisition, cataloging, and circulations. Another important example of the lessening of repetition came with the development of the so-called "bibliographic utilities" such as OCLC which allowed libraries to share the cataloging records of other libraries. Thus, a library acquiring new material did not have to engage in the time-consuming, expensive process of original cataloging but could instead use databases such as OCLC to see how other libraries had cataloged it and merely "copy" that cataloging.

Because technology was first used behind the scenes, many library users were unaware of its heavy use in libraries during the seventies and early eighties. It was only with the development of services such as online database searching, computerized library catalogs, and CD ROM technology that the general public came into contact with the new technologies in libraries. Computers provided users access to library materials and services that were unknown before. For example, online searching and CD ROM technology made it possible to retrieve information in ways that were impossible manually. A user could link items being searched for, such as "programs for the gifted," "California," and "1980-83" and retrieve with one search all items written about programs for the gifted in California in the early 1980s. Searches that would take hours manually could be accomplished very quickly online. The flexibility of computerized searching made many access points available for the user, and the interactive nature of computerized searching gave the searcher immediate feedback so that a search strategy could be modified at any time to make it more effective. It is no wonder that library patrons who were exposed to the efficiencies of computerized searching found it very hard to go back to conventional print indexes, abstracts and card catalogs.

The rate of technological change in libraries in the past decade has been staggering but clearly more is on the way. The future for libraries includes increased amounts of digitized information, intelligent workstations, optical disks, and more networks of all types that will allow libraries to share information both with other libraries and with other types of institutions. Patrons will be able to gain access to information in the library through the use of computers from their homes and offices. These latest developments will allow users both physical and electronic access to documents and will provide users with resources tailored to fit their specific needs. Like the rest of the computer revolution in libraries, these changes will take place first in the larger libraries, but will gradually be found in libraries of all sizes. Just as the decreasing costs of personal computers gave even small libraries the chance to participate in the "electronic revolution," these newer developments will also become widespread and inexpensive and will be found in all libraries.

Much thought has to go into decisions about how technology can best be implemented and how the promise of technology can best be fulfilled. Libraries should not be making technology the issue. Technologies are tools to be employed for the benefit of users and in the attainment of the objectives of the library. Technologies that do not contribute to these aims are superfluous. Libraries must also be aware that although most patrons are very enthusiastic about computerized services in libraries, there are others who will miss the three by five cards in the card catalog. As patrons have opportunities to interact more directly with library technology, librarians must be ready to provide training in its use. There will be an additional demand on the time of librarians who often work in institutions which are understaffed to begin with. For just one example, reference librarians in libraries which have recently acquired CD-ROMs frequently mention the way their time is being redistributed away from traditional reference service to instruction of patrons in the use of the CD-ROM. These demands for new instruction and new services will only increase as librarians make more computerized technology available to patrons. It is likely that in the near future librarians will be called upon to help in new ways, for instance, assisting patrons with downloading information and constructing their own tailored databases. The possibilities in this areas are limitless, and will be constrained only by the amount of time and resources librarians have available to be divided among competing demands.

Although these new technologies are bringing sweeping changes, I do not want to give any of you the impression that the libraries you know today will vanish anytime in the near future. Nor will books and other printed material disappear. Despite the heavier use of technology in libraries of all types, book collections will continue to be heavily used. Books and computer output will coexist. Libraries will continue to add new technologies, but these new technologies will not replace the book but will merely extend the variety of resources available in libraries. But librarians must move away from being seen as merely providers of books and broaden our image to being providers of information if we want our libraries to remain as viable institutions into the twenty-first century.

Funding

If technology has been the driving force behind many of the changes that have transformed libraries in the past few decades, its menacing companion has been the lack of funding which has handicapped most libraries in their attempts to maintain adequate levels of acquisition and services. This funding crisis has been intensified because of the need to add technology in libraries. Library technology has been an expensive capital investment which has not yet produced the savings in operating costs that had been envisioned. By automating, libraries multiplied their capabilities and raised the expectation level of library staff and user alike. Thus as library services became more efficient and useful, demand for them increased. While the unit cost of any given service might have declined, the total cost of satisfying the increased demand went up.

Unfortunately, most of the technology implemented in libraries was installed after the golden years of library funding had passed. The 1960s are remembered fondly by many librarians as a time when federal government investment in libraries of all types made it possible for them to acquire books and library materials at a rate never equalled before or since. Unfortunately, the golden era of library financing ended just at the time that the prices of books and journals began to escalate at an unprecedented rate, resulting in a severe erosion of purchasing power. Inflation ate away at library budgets. And, not only were prices increasing for library materials; at the same time, the amount of material being published was expanding. The "information explosion" that began after World War II continued unabated and the number of books and periodicals being printed mushroomed. At the same time, in addition to acquiring mainly books and periodicals, libraries began purchasing microforms, audiovisuals materials in many formats, including films, audio and videotapes, and increasing numbers of machine readable databases, online texts, and software programs. Just recently, to make a grim situation even grimmer, the purchasing power of the U.S. dollar has fallen which has made the cost of acquiring foreign materials far more expensive. The coupling of shrinking budgets with an increased publication rate has hurt all types of libraries. It has been especially crippling to large academic libraries which have tried to maintain comprehensive research collections. Their acquisition rate has slowed dramatically. The increased cost of periodicals , especially foreign periodicals, has caused the periodical portion of the acquisition budget to swell at the expense of the book budget. For example, at my own institution, UNC-Chapel Hill, despite the library's canceling 1500 subscriptions over the past few years, the number of new books purchased since 1985 has declined 56%. This funding crisis is found in libraries of all types and the speakers who follow will be able to verify this. And,to provide yet another example, Drs. Marilyn Miller and Marilyn Shontz from UNC-Greensboro recently completed a study of expenditures of school library media centers across the nation and discovered that the average school library has a per capita book budget of $5.55 per student.[3] Any of you who have bought a hardback book recently realize, this will not even buy one half book per child. It is only to be hoped that as the move to towards excellence in education intensifies in this country that school library budgets will increase. School children need to have access to libraries where there are collections of up-to-date materials in the sciences, social studies and other areas of the curriculum.

Libraries, even the largest ones, have realized that they cannot be self-sufficient and that the days of the comprehensive self-contained collection are over. Most libraries today are part of a system in which users are linked to needed resources in other collections. Methods of interlibrary loan have been improved, and there have been more attempts at cooperative collection building with certain libraries agreeing to build in-depth collections in certain areas while others collect comprehensively in other areas. The three research libraries in the Triangle area have a long standing cooperative collection development plan. Libraries of all types have gradually moved away from an emphasis on acquisition to an emphasis on providing access to information from many sources. With all the cuts in the acquisition budgets of libraries, however, it is vital to remember that access depends on ownership by at least one party. On the whole, today's libraries can provide access to materials because they own the material collectively. The large public and academic libraries are the backbone of the interlibrary lending system. If smaller libraries do not own a book or journal, they turn to the large research libraries which traditionally could be counted upon to provide access to even fairly esoteric titles. With the cuts in the acquisitions budgets described early, we may now be reaching the point where no libraries are acquiring a particular journal or book and the foundation of the interlibrary loan system may be deteriorating along with the library's acquisition budgets.

Libraries have been wise to rely on cooperative collection development for the less heavily used titles but, despite the improvements in interlibrary borrowing, they cannot depend on interlibrary loan to provide the bulk of their needed materials. Patrons usually want books in their hands as soon as possible. In public and school libraries especially, interlibrary loan materials account for only a small percentage of the circulation. Libraries need to continue to work on both improving coordinated collection development and improving the shipping and delivery problems of interlibrary loans, perhaps using telefacsimile technology, but there is no way that interlibrary lending can compensate for the lack of funding that libraries of all types are experiencing.

Other Issues

There are a number of other challenges facing libraries today, and I would like to discuss a few of those briefly. One of those problems is preservation. During the past fifty years, libraries have begun to face up to the physical deterioration of large part of their collections. Prior to this time, preservation was a neglected activity, and today's collection reflect that neglect. Preservation is primarily a problem found in research libraries which attempt to maintain large retrospective collections, but as mentioned earlier since these are the libraries which provide the little used titles to other libraries, the need for preservation affects all of us. The problem of brittle books has been compounded by the preservation problems associated with some of the newer media such as film, videotape and magnetic tape which are just as fragile and apt to deteriorate as pulp paper. And, as more material is available only in machine readable form, thought must be given to how to preserve materials so that they can be read once the technology for which they were produced is obsolete. For instance, we need to be able to read this year's census tapes long after the hardware for which they were designed has been replaced by new computer equipment. Despite advances in preservation techniques, librarians are a long way from a solution to the preservation problem in all of its manifestations.

Closely tied to the funding issue discussed earlier is the question of how libraries can provide equal access to information to all. Traditionally, libraries have been among the most democratic of our institutions. Libraries in publicly supported public, elementary, secondary, and post-secondary education have not charged for the use of their materials and services, although there have sometimes been small charges levied for special services such as online searching, rental collections of best sellers, or videos. The libraries of privately funded institutions usually also provide free services to their constituents even though they may restrict access to those outside the organization. There are indications that many types of libraries are reconsidering the "fee vs. free" debate, and that many are finding it impossible to fund all services without some sort of cost recovery from the patron. Information has never been free but it is becoming more expensive all the time. An increasing percentage is being produced by commercial firms which regard information as a commodity to be bought and sold. Ironically, much of the information which is being sold at such a dear price to libraries was produced by scholars in the same universities which now cannot afford to purchase the journals which contains their own scholars' research. In addition, much governmental information which is gathered at the expense of the taxpayers has ceased to be published by the government and is now available only through commercial publishers. Some indexes are no longer published in paper form and can only be accessed electronically, thus incurring charges for each use. Libraries of all types must seriously consider what the imposition of fees will mean to their users. Special care must be taken to be sure that the country is not split into information-rich and information poor sectors. I have a friend who has long maintained that the United States needs to provide some sort of information stamps (analogous to food stamps) to insure that users who do not have sufficient resources are not denied access to the library. The issues surrounding the pricing of information and who should pay for it are complex ones. The problem of inequities of access most be examined carefully, and libraries must work with publishers and others to ensure that access to information contained in libraries remains accessible to all portions of the population, not just the segments who are able to pay the market price. And attention also needs to be paid to the differences in access which is the result of unequal funding patterns for libraries. School libraries in more affluent communities often have rich resources for their students in contrast to those in poor communities. The same pattern is found in the financing of public libraries. How can a more equitable funding mechanism be implemented which will ensure that residents of less affluent communities still are provided access to needed materials?

Librarians also need to remain vigilant in maintaining another type of freedom of access--intellectual freedom. Under our democratic form of government, libraries have had a long tradition of providing information and varying perspectives on issues. Intellectual freedom guarantees the right of all individuals the freedom to choose from all available sources what they wish to read, view, or hear. Today, librarians are still being confronted by demands for censorship of all types. But, censorship should be resisted because as Judith Krug, Director of the American Library Association's Office for Intellectual Freedom and James Harvey have written: " Democracy assumes that educated, free individuals possess powers of discrimination and are to be trusted to determine their own actions... Denying the opportunity of choice, for fear it may be used unwisely, destroys freedom itself."[4]

Another problem which is being confronted by libraries is that of illiteracy. The public libraries of this state and others have been active in the fight for literacy. The statistics concerning illiteracy in North Carolina are frightening ones, and we cannot fail in our attempt to provide a second chance for those individuals who never acquired the basic reading skills needed to survive in modern society. Librarians need to continue their work to support literacy both on their own and in conjunction with literacy councils, adult schools, and community colleges. But librarians are also recognizing the need to move beyond teaching functional literacy to teaching information literacy. What skills do individuals need to possess to allow them to continue learning once they complete their formal education? In a world of rapidly expanding information and proliferating technologies, students at all levels need to be prepared for a future where they will continue to learn and be educated. As Harlan Cleveland wrote, those "people who do not educate themselves--and keep educating themselves--to participate in the new knowledge environments will be the peasants of the information society."[5] Libraries provide a laboratory where students can be trained to take a more active role in their own education and be taught how to learn not only for today but for the future. Tomorrow's libraries must play a vital role in ensuring that both students and individuals who have completed their formal education acquire the skills and attitudes towards learning and education that will allow them to keep abreast of the rapid changes in this "information society."

Changes in society as a whole are confronting libraries and forcing them to reexamine their practices and policies. Public libraries, for instance, are facing problems such as large numbers of homeless people who come to the library to escape the cold and heat, and equally large numbers of latchkey children who find themselves in the library after school. Libraries of all types are affected by the changing demographics, the more heterogenous population, and the increasing number of people for whom English is a second language. There are special populations such as the unemployed, prisoners, the homeless and the elderly who need better library service. Deficits in our educational system mean that students are arriving in institutions of higher education less ready for college level work including using the materials in the library.

There is a mini baby-boom going on, yet services to children and young adults are severely deficient in some places. There are still many school libraries without full-time librarians and many public libraries which lack children's and young adult,specialists.

As a library educator, I am concerned about how to attract the numbers of people into the profession who will be needed to work in the library and information centers of the future. Enrollments in school of information and library science are high, but many students graduating seek jobs as information managers in private industry instead of working in traditional libraries. Already there are shortages in certain areas of librarianship, especially in cataloging and in children's services. There are going to be a large number of retirements in libraries in the next decade, and we need to be sure that we have replacements ready. We also have to be sure that the profession is providing the opportunities for continuing education that will be needed for all the practitioners who are already working in the field. Librarianship is changing so rapidly that to remain effective librarians need to continually update their education. As a profession, we also need to continue our efforts to attract more minorities to librarianship. In addition, we need to be sure that the path to upper level positions within all libraries is a equable one and that the number of women and minorities found in the upper echelons of library administration continues to grow.

The last issue I would like to address is the role of libraries in economic growth, not only of this state but of the nation. It has become clear that information is a critical element in the economic vitality of this country. As the world's economies become more intertwined, we find ourselves competing in a global economy whose technologies and investments move effortlessly across national borders making it harder for individual nations to control their economic destinies.

Societies with the greatest access to information will have a decided competitive advantage in such an economy. If we want to be successful, we need to find a way to distribute information to the businesses and individuals who need it to compete. Libraries seem to be a logical conduit to disperse such information. Unfortunately, many people who are in the most need of the type of information available in libraries, are often not aware of the resources that can be tapped there. This is especially true of proprietors of small businesses which do not have the funds to open their own libraries but often have pressing needs for information of all types. It is up to librarians to do a better job of selling themselves and their institutions. Marketing is a skill that has not been emphasized enough in libraries. We have the talent and the capacity to contribute to the information needs of the country but often we don't let other know what we can do. Access to information and to the infrastructure to transmit it will be key elements in deciding which organizations and which societies are going to be successful in tomorrow's economy. The state of North Carolina has begun to establish that infrastructure with the North Carolina Information Network.[6] Efforts such as these need to be encouraged and expanded. Additionally, there is a close connection between education and economic success. Companies which are relocating or starting new operations want to be sure of the availability of a labor pool which is appropriately educated and trained. Libraries have a role to play in this effort also.

Let me conclude by saying that libraries as institutions are standing at a crossroads. They have existed as institutions for nearly 3,000 years because they have had a vital role to play in society. Over the course of history, libraries changed from institutions which served only the intellectual elite of society, to institutions, which took on as their mission, service to a much broader cross-section of the population. Increasingly, citizens realize that libraries affect many facets of their life. Libraries have long been recognized as playing important roles in the educational, cultural and recreational aspects of individuals' lives, but now it is becoming more widely recognized that libraries also play an important role in economic development and industrial competitiveness as well. Libraries must continue to fulfill most of the functions they have always filled. At the same time, they must expand because as information agencies in an information age, there are new responsibilities they must undertake if they want to contribute their fullest to society.

The opportunities available for libraries are very exciting, but many obstacles must be confronted and overcome before the reinvented libraries are in place. The process of change is never easy, and the future of libraries needs to be an issue of concern not only for librarians but for users, trustees, government officials, and private enterprise. The challenge to develop the library of the future will be a key issue in the coming decade. There is reason to be optimistic. Since their beginnings, libraries have been limited in what they could do to collect, classify, and disseminate information. Now, because of new technology, libraries can escape those limitations, if they have the courage and the foresight to do so. The computer power, database storage, and software are all available to provide the desired services. What remains for libraries to do is to see that they are on the threshold of an new world and to be open to the new possibilities before them. It is a tall order, but with planning, imagination, and the commitment of sufficient resources, it can be achieved. Thank you.

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DREAMS INTO RESOLUTIONS

by

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[Presented at the Regional Governor's Conference on Library and Information Services, South Lenoir High School, Deep Run, North Carolina, September 21, 1990.]

In this season of Regional Hearings, Governor's Conferences, and next July's White House Conference on Library and Information Services, it is appropriate that we do some dreaming about what our libraries can be--what our libraries should be. Here are some of my dreams.

- I dream of libraries which are conveniently accessible, whether I live in a town house or a tenement, or whether I live in the city or a remote corner of a rural county.
- I dream of library services which are provided without discrimination--without consideration of my economic status, my place of residence, my age, my race, my ethnic background, my cultural and religious heritage, or my physical or other handicap.
- I dream of a full range of library services which are free as a result of a social policy which seeks to insure an informed citizenry.
- I dream of library services which reflect a sharing of resources in which the thousands of public, academic, school, and special

> libraries in this country are linked electronically and function as one great collection--a national collection--from which I can borrow any item regardless of where I happen to be.

Of course, we are not the only ones who are dreaming and talking about our dreams. Last June, at the end of the ALA Annual Conference in Chicago, I noticed the next group that was being welcomed into my hotel. It was the Association for the Study of Dreams who were assembling for their 1990 conference. I did not see their conference program or attend their meetings, so I don't really know what they talked about. Still, I would imagine that they had sessions on the meaning of dreams, the relationship of dreams to reality, and, possibly, on how dreams can be made to come true. It is the latter, the art of making dreams come true, that I want to talk about today.

This is not the first time we have enjoyed such an opportunity to dream about library services or to make our dreams become reality. In the 1950s we saw the emergence of the Library Services and Construction Act which continues to be an ongoing realization of many dreams. In 1979 we observed the first White House Conference on Libraries and Information Services which, although dismissed by some as nothing more than an undisciplined orgy of dreaming, others embraced the conference as the major highlight of their professional lives. The first White House Conference produced a lot of resolutions, and a great many of those resolutions remain dreams to this day. But some were made into reality, so, as we look around today, we can see a number of programs, some national, some regional, some only local, that can be traced directly back to that conference.

In particular, a number of North Carolina library programs can be traced, at least in part, to the 1978 North Carolina Governor's Conference on Libraries and Information Services and the 1979 White House Conference. If you have forgotten, or, if, like me, you are new to North Carolina, here are eight important activities that are descended from that time.

- Increased state aid to public libraries, which has resulted in more books, expanded services, and the construction of new and enlarged public library facilities.

- A system of depositories for state documents which we can obtain at a number of sites throughout North Carolina instead of having to visit a monolithic collection in Raleigh.

- A statewide "Friends of the Library" organization in which citizens work together to support libraries throughout the state.

- The North Carolina Library Staff Development Program, a cooperative effort by North Carolina's five library schools making continuing education available to librarians, trustees, and friends.

- Support for school library/media centers as a part of the Basic Education Plan. Under this plan, a librarian will be required in each public school with 250 or more students, and additional personnel will be required in schools with enrollments of more than 1000.

- An allocation of state funds for films, which are expensive and would not otherwise be as widely available.

- The creation of the North Carolina Information Network with which books, other materials, and services in all types of libraries throughout North Carolina may be accessed electronically.

- Systematic support from citizens, representatives, and officials of North Carolina for the annual funding of the Library Services and Construction Act. Federal funds, administered by the Department of State Library, support a wide range of programs in North Carolina. Noteworthy among these are the Quiz Bowl and Summer Reading programs for children, support for the Library for the Blind and Physically Handicapped, and grants to prison libraries for materials, furniture, and equipment.

No doubt, you can think of other examples that can be traced back to the 1978 Governor's Conference and the 1979 White House Conference.

As you see, a select few dreams do come true. If so few come true, you may ask, "Is it worth the trouble, the time, and the expense to undertake these formal dreaming sessions?" I must say, "Yes, it is well worth the trouble," for I believe that a carefully selected set of dreams can be made to come true. The remainder of my task is to share with you my thoughts on how to choose the best dreams and how to make them become real.

This conference is, of course, a political process, and the resolutions that you are going to adopt must be carefully crafted as to their number, their organization, their priority order, and their suitability for local, state, and national consideration.

How many resolutions should be put forward from this conference? In part, this is really asking, how many resolutions can be made to come true? In a prosperous decade, perhaps as many as 10 or 20 might be realized at the national level, at least to some extent, but no more. In a less prosperous decade, that number would need to be scaled down to nearer 5, certainly no more than 10. The same economic factors will similarly limit the numbers of state and local resolutions that can be realized.

Imagine the lists of resolutions that will be coming forward for the White House Conference in July from the 59 states, territories, and other entities that will be sending delegates. If each list contains only 20 items, there will be nearly 1200 proposed resolutions to be considered. If only 1 out of 5 is adopted as a final resolution, there will still be a grand list of 236 resolutions coming out of the White House Conference. 236 resolutions may be adopted, but 236 dreams, no matter how fine they may be, will not all be made to come true. But some of them--we don't know how many or which ones--will come true.

Your resolutions should be organized so that they will complement the resolutions that are developed by the delegates at the Governor's Conference and, later, at the White House Conference. A framework for doing this is provided in the three themes that have been selected for the White House Conference. The themes are Productivity, Democracy, and Literacy, three aspects of our lives that we believe can be touched and benefitted by libraries, for it is altogether consistent with our American ideals that libraries can help to make our industries more productive, our nation more democratic, and our population more literate.

You should assign a priority to each resolution: high, moderate, or low. I am thinking of priority in two senses, priority in terms of desirability for the development of our libraries, and priority in terms of what can realistically be expected in the next decade. Let me give two examples. In a perfect world, all of the library materials that I might want would be delivered to me at my home, my office, my car, or wherever I happened to be at the moment. However, given the technologies that are likely to be available within the next decade and their probable costs, I would have to relegate this to a low priority, albeit with some sadness. A lot of very desirable library services should be given a low priority, because they are unrealistic now or in the foreseeable future. The second example, which deserves a high priority, is the completion of the electronic linking together all of our nation's libraries. This is feasible with today's technologies and their associated costs, and the benefits can better the lives of all of us.

Finally, you should identify each resolution according to its suitability as a local, state, and/or national concern. As a rule, national resolutions should be fairly broad general statements. State resolutions should be at the programmatic level, while local resolutions should identify the particular issues affecting the future of the library services in the community. In this way, resolutions regarding broad national concerns can be addressed in state level programs and in particular services at the local community level.

You should also consider whether each resolution meets the following criteria:

- Each resolution should be central to librarianship, not on the periphery or altogether outside the field. The starving children of the world are a terrible tragedy, an inhuman happening that should concern us all. Nevertheless, starving children are not a good resolution for the White House Conference on Library and Information Service.

- Each resolution should be realistic, incorporating a dream that has a reasonable chance of becoming real in a few years, certainly before the end of this century.

- Each resolution should reflect one or more of the three conference themes. These three themes amount to the charge to the delegates to the White House Conference: write resolutions that will support increased productivity, enhanced democracy, and extended literacy. A resolution that is not derived from at least one of these three themes is "out of order."

I am by no means the first to consider the matter of resolutions for the 1991 White House Conference. You have among the materials prepared for today's conference statements by several professional library organizations listing a variety of possible resolutions, each one of which is desirable, attractive, and worthy. As you read through them, you probably noticed that when they are merged, they tend to fall into the 5 categories of access, services, funding, preservation, and professional development.

Access to information has always been a goal--sometimes an elusive goal--of American librarianship. Some of the impediments we face today in providing access are a reluctance on the part of our government at many levels to share information that is, by definition, public information; attempts by individuals and groups to be censors who would control and limit what they would permit us to read, see, and hear; and an incomplete network for sharing the resources of all of our libraries with all of our citizens.

There is no end to the services that we librarians would like to extend to our users, and we would like to extend these services to all of the rest of our citizens who are not yet users of our libraries. Successful efforts in extending services include the lending of tools along with repair manuals, running bookmobiles, answering reference questions over the telephone, securing books from other libraries through interlibrary loan, etc., etc. We have seen some other efforts which have been judged to be less successful, including loaning pets to children, mailing English language books to non-English readers, and promoting adult literacy. (If you wonder at my questioning adult literacy programs in libraries, take a hard look at the data. What you will see is a very low response rate, a high drop-out rate, and very few successes relative to the investment. Better to leave this activity to the community colleges and others who are trained and better prepared to teach illiterate adults to read. Later, we can expect about 1 in 4 of those who do learn to read to begin to use our libraries, about the same proportion of users that we see in the general adult population.)

Funding is a universal problem among libraries, because library budgets generally are not keeping pace with the inflation that libraries are experiencing, particularly in the prices for journals. As new services are added; including particularly expensive services such as films, videotapes, computers, and online searches, the budgets are stretched too thinly to maintain the tradition of free service.

The preservation and conservation of our information bearing records--books, journals, photographs, recordings, etc.--has been a problem since the first wall painting was created in a cave. It is the nature of our records that they are not permanent. Fires, floods, wars, and other disasters regularly take their toll. The paper used in 19th and 20th century books and journals is turning to dust--a natural result of aging acidic paper. As awareness of this problem is increasing, efforts are being mounted, but we won't save everything. We can't save everything. We should identify the more important records and try to insure that they are saved. Then, anything else we can save is all to the good.

Professional development is a necessary part of improving library and information services in our nation. We have to continue learning in order to be able to work effectively with new materials, new formats, and, especially, new technologies. A library that denies its staff opportunities for professional development will slide quickly into being a sort of working memento of times past.

I would like to see resolutions promoting these concerns go forward from this regional conference to the Governor's Conference and from there to the White House Conference. But, as good as these resolutions will be, there are three others which must come first. Indeed, if the three that I am going to suggest now are not put forward as our top three priority items, I'm not sure the rest of these fine resolutions will have much chance of ever being implemented.

The three areas which I believe must be addressed first in any list of resolutions are these:

- Recognition of the changing demographics of our country. It is no accident that my hair is gray. We live in a country that is turning gray. We enjoy longer life spans, we have fewer children, and we have more older persons in our population. At the same time, increasing numbers of our citizens belong to groups that we still call minorities, although these various minorities will soon become our majority. Also, our country is moving rapidly toward becoming bilingual, with Spanish following English as the second language commonly used by our citizens. Sadly, these changes are accompanied by an increasing portion of our population who live in poverty. As I said earlier, libraries are not in the business of solving our social and economic ills. We have other agencies, public and private, that are supposed to work toward solutions to such problems. But, libraries do have a responsibility for defining and serving our user population, and that population is changing.

- Technology is upon us in ways that dwarf the impact of the Industrial Revolution. Not only is the impact greater, it is happening at a much greater speed. Libraries are already beginning to join this technological future, but we have only begun to feel the impact of the computer. More than three-fourths of the impact of computers and associated electronic communications technologies on libraries is still to come! If librarians and libraries are to survive in this future, we must use this technology effectively. At the same time, our technological applications must incorporate the humane values of equal opportunity of access, intellectual freedom, and respect for the information handled.

- Finally, we are in desperate need a national information policy. Over the years we have collected a miscellany of bits and pieces of policy. Even a cursory look at these pieces reveals opposing concepts (for example, free vs. fee distribution of information), obsolete practices (for example, our print-based copyright statutes that fail to come to grips with the technological ease of photocopying materials), and huge unresolved areas (for example, the role of government in the creation of new information). So far, efforts to bring these together into an explicit, coherent policy have failed. It is high time that we make a concerted effort to formulate a national information policy.

If our libraries are to have a future other than in our dreams, our changing population must be recognized in the services provided by our libraries, new technologies must be used effectively and humanely, and, above all, we must agree on an information policy for our nation. Without these three, any other resolutions may well prove to be only dreams.

Resolved: Libraries are Essential to the Nation's Well-being

Introduction

I appreciate being able to address you this morning. I have been a lifelong user, supporter, and advocate for libraries, and I am pleased to think that I may make some small contribution in stimulating discussion on how to make the state's and the nation's libraries more effective in their mission to help people meet their needs for information.

The 1991 White House Conference comes at a critical time in the history of the development of American library service. Today, residents of this country are challenged at every turn by changing social demands, the diminution of natural and economic resources, and a world that is being reshaped by constantly and rapidly changing technology. People need libraries to help them cope with the realities and enjoy the pleasures of living. The White House Conference and its preliminary regional and state level meetings provide a common ground for library supporters and professional librarians to confront and discuss some of the challenges that surround the question: How can libraries provide improved library service for the well-being of the residents of this nation? Residents who must be literate to be productive and be able to act responsibly for the survival of our democratic system of government?

There are over 115,000 libraries in the United States employing some 341,000 people with a purchasing power of over 6 billion dollars. These 115,000 libraries include 8,865 public libraries (plus 6,350 branches), 92,539 school libraries, 3,398 libraries in colleges and universities, and 10,263 special libraries in corporations, hospitals, government, and other organizations. Almost 5,500 of our public libraries serve populations of fewer than 10,000. Individually, these libraries supply unique information needs of their communities of users. Together, they represent a storehouse of information that represents one of our nation's most important assets.

I would like to explore with you for a brief while this morning some of the challenges and opportunities that face libraries and librarians today as they plan for improved library service to their communities. Most of these challenges and opportunities are directly related to our themes of literacy, productivity, and democracy. I will focus on changing demographics and social conditions, the varied dimensions of the meaning and concept of literacy, freedom of access to resources, preservation of resources, and the personnel pool that will be available to staff our libraries.

CHANGING DEMOGRAPHICS AND SOCIAL CONDITIONS

Changing demographics and social conditions impact on all library service. Examine for instance the problems facing young people: poverty, drugs, AIDS, babies having babies, crime, suicide, homelessness, and growing up in a single parent home. The drop-out rate in our nation's schools is 25% (in some inner cities that rate is 75%). The forecast for the nineties is that one million young people will drop out of school annually, at an estimated cost of $240 billion in lost earnings and foregone taxes over their lifetimes. It is further predicted that the number of students at risk of dropping out of school will increase as academic standards rise and social problems intensify.[1] Knowledgeable adults, whether they are business people, educators, or alert parents, recognize that thousands of young people who do complete school are characterized by inadequate skills, including the lack of critical thinking skills. Elementary school principals in some North Carolina communities are warning us about crack babies who are beginning to show up now in the early grades and pose learning challenges we haven't even thought about.

Today, 7% of American families represent the traditional family: 2 adults, 2 children. By 2000, fewer than 4% of families will consist of breadwinner husband, homemaker wife, and two children. There will be more multifamilies: children living with adults who are not related. When we look at women in the United States we find that 52% of our women are in the work force and 47% of working age women have children under the age of six.[2] By the year 2000, three-fourths of three-year-olds will attend day care centers or nursery schools. Both partners in most family units (married and unmarried) will work: this figure could rise to 75% by 2000.

The Greensboro News and Record reported on September 23, 1990, that in the decade of the nineties only 27% of black and 43% of white North Carolinians are expected to complete some education beyond high school. These predictions collide with our need for educated workers. While only 15% of the jobs of the future will require a college diploma, more than half of all jobs will require postsecondary education and training.[3] There is a rapid growth of racial and ethnic population groups in the United States. These groups have diverse needs for information; they demonstrate diverse learning styles; and they all differ in their language facility.

The potentially largest political lobby in this country is the over fifties group now numbering 60 million and growing. How can libraries effectively serve all of us who must live in, survive, and solve the problems brought about by these social changes?

LITERACY

Literacy is on everyone's lips. We read about cultural literacy, visual literacy, math literacy, computer literacy, economic literacy, just to mention a few. Today we are interested in several specific types of literacy. Naturally, we are interested in good old basic literacy that we all understand: being able to read. Being able to read means being able to decode symbols, to comprehend the meaning of the decoded symbols and to assimilate that meaning towards some purpose. We are stunned at the dimensions of the statistics that report there are 23,000,000 adults who do not possess basic reading skills. Librarians want to identify their role helping to solve this condition and they must be a vital part of the system that keeps the number of illiterate residents from growing larger. As citizens and leaders, we need to assert firmly that this cannot continue in a system of government that depends on an educated citizenry.

We find other dimensions to the word literacy that offer challenges and opportunities for improved library service. There is aliteracy: a term coined by the Librarian of Congress Emeritus, Daniel Boorstein. Aliteracy refers to the practice of not reading, even though one does know how to read competently and with comprehension. Many have yet to learn the value of the book which the present librarian of Congress, James H. Billington, reminds us is "the most democratic entry point to self-education and intellectual progress yet devised".[4] It is no secret that educational philosophers wonder aloud to their students: will we be teaching teachers in the 21st century how to teach reading. Millions of inner city children are proving that they can survive without learning to read. Words are disappearing from signs along our highways in favor of pictures. The television is ubiquitous.

Then there is workplace literacy: the vocabulary and comprehension skills that allow workers to perform adequately on the job and progress to higher levels of competence to enjoy the job's reward system. This literacy may be reading, following directions, answering the telephone, mastering the computer. It may be learning the vocabularies of the other rapidly changing technologies that affect the worker's job.

And now, there is information literacy. We talk about living in the information age. We talk about the information flow. Someone mentioned the information tide while some one else has talked about the information flood. The Library of Congress now has 90 million items -- many of them unique and irreplaceable -- in over 450 languages available to scholars throughout the United States and the world. A weekday edition of the New York Times contains more information than the average person was likely to come across in a lifetime in seventeenth century England.[5] In order to handle this flood, flow, or tide of information, one must be information literate. One must know how to find, evaluate, and use information effectively to solve a particular problem or make a decision. The American Library Association's Committee on Information Literacy, released its final report in January, 1989. The report defines information literate people as: "Those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision."[6]

It doesn't make any difference whether the information one uses comes from a computer, a book, a government agency, a film, or any number of other possible resources. Libraries are significant public access points to all of the above named sources of information and many other formats as well.

Last, but not by any means least, is technological literacy: mastering the use of sophisticated technologies necessary to access information. Today we enjoy a variety of information formats through which information is conveyed. Fifteen years ago we did not have microcomputers, pocket calculators, VCR's, laser discs and high resolution television, much less voice mail, and interactive video. In 1981 fax machines cost up to $15,000. Today, they can be purchased for under $500. I read somewhere that the compounded annual growth rate of facsimile volume, measured in pages, will be 36.8% between 1988 and 1992; that volume is expected to grow to 5 billion pages by 1992. Last spring two billion people all over the world watched the Academy Awards, live.

Ninety-five percent of the homes in the U.S. have at least one VCR. In actuality, a four-year-old can program his/her own learning with the video tape recorder.

The rapid spread of fiber optics networks, the development of optical computing, small aperture satellites, high capacity memory storage, higher density computer chips, sophisticated software and desktop publishing will, of course have an impact on the desire of librarians to become ever more involved in the development of the nation's communications policies and capabilities.

Distance education that relies on sophisticated technology is breaking geographical isolation and other access barriers for those seek to learn. Two years ago I taught three groups of students simultaneously: one in Greensboro, one in Chapel Hill, and one in Charlotte. I had a split screen television in the back of my classroom which was at North Carolina A & T State University. The screen allowed me to see my students in the other two cities. Each student at each site had a microphone in front of him or her for individual participation. One of the most exciting periods of the entire course was the evening we got into a three city vociferous discussion and disagreement on a particular issue. During my presentations to the students any written material I wanted communicated to the students was picked up by a camera over the podium in front of me and transmitted to a large screen television in front of each group of students.

Technology is rapidly changing the services and capabilities of each type of library: public and private schools, colleges and universities, public and special. Online catalogs, CD-ROM, and facsimile devices provide fast and easy access to information, and even elementary school children are gaining access to these resources in their schools. In 1975 there were only 300 publicly available databases. In 1989 there were more than 4,200. The potential is almost more than we can conceive.

I have been working with a national committee for the past two years attempting to write standards for the collection of library statistics. We have had many problems completing our charge because the technology for communicating information is changing so rapidly. One of the things we have struggled very hard with is how to describe statistically the hours the public library is open. Now, some libraries are technically "open" 24 hours a day as patrons use their home systems any time in the day or night to check the card catalog listings for specific books or subjects. They can then request that the library save or order a book or notify them when a checked-out book is available. These same patrons can access community resource files or some of those 4,200 databases through their public library's telecommunications system. Our statistics committee also wanted to be sure that we provided a reporting mechanism for describing the changing dimensions of reference service demanded and made possible by the new technology. For instance, the work university librarians are doing when they go to a faculty member's home to help set up the home computer to access the University's online catalog as well as other data bases and automated services.

FREEDOM OF ACCESS TO INFORMATION

Intellectual freedom remains a dreadfully complex issue as the decade of the nineties begins. Federal and state legislatures continue to develop and enact legislation that threatens First Amendment rights in the name of preserving decency or protecting children. High visibility issues such as the FBI's Library Awareness Programs, the Salman Rushdie affair, the constitutional debate on flag burning, have increased media and public attention given to First Amendment rights. Meanwhile challenges to materials in all formats in both school and public libraries are increasing. From September 1, 1988, to August 31, 1989, ALA's Office for Intellectual Freedom received more than 500 reports of challenges, bannings, acts of violence, retaliation in employment or restrictions, expurgations, defundings, desponsorings, and boycotts as a reaction to expressive materials.[7] The recent debates on the arts and the trial in Cincinnati, Ohio have brought these concerns to a totally new focus for many of us. Elementary teachers and library media specialists fear they may lose the traditional Halloween as a festive, fun special day to share with the children. Children's librarians know they are losing a wonderful part of children's literature that deals with ghosts, goblins, and witches. I am sure that each of us in this room believes sincerely that a democratic society cannot exist without access to information. Information is not all factual. It includes the richness and variety of world literature that reflects the history of the human condition in all of its varieties of thought, beliefs, and performance as well as the products of imagination and fantasy. Librarians have stood, and, I hope, we will be able to continue to stand as ferocious guardians. As watchpeople in the night to warn of the consequences of meddling with the freedom we cherish to select what we will read, what we will listen to, and what we will view.

Librarians know full well that censorship is but one aspect of open access to information. Professional library groups are concerned about the Paper Reduction Act of 1980 because of the resulting barriers to accessing government produced information. They are concerned about the Supreme Court's 1980 Thor Tax ruling. The Thor ruling which mandated taxes on manufacturers' year-end inventories included the inventories of book publishers. The ruling has resulted in problems for librarians charged with buying books. In a 1986 survey 57% of the publishers surveyed reported that they continue to dump books at the end of the year and reduce their press runs, especially of reference and scholarly research titles.[8] Children's and school librarians have great difficulty in stocking the classics and standard titles for children because books are allowed to go out of print and out of stock until a substantial demand has built up for reprinting.

We must all be concerned with the federal government's continued determination to privatize the nation's federal libraries which more than once has put delicate and sensitive, read classified, information into the hands of foreign nationals and often into the hands of individuals unable to organize and manage collections. We must as librarians and users of libraries insist on the provision of equal and ready access to government information regardless of format. We must also be concerned that the government be alert to the need for regulation and pricing of large, complex, and international telecommunications systems. The capitalization costs of complex electronic technology are high. These costs are exacerbated by the recent mergers and acquisitions among the companies providing information in all forms and the globalization of business firms involved in information transfer. Without protection and vigilance we are in danger of creating a society that is divided into the information haves and have nots -- separated by the ability to pay for and/or skill in using information. In fact, equity of access may become the predominant issue of the nineties.

In addition, we must be concerned with the development and application of copyright laws that protect intellectual property, while also ensuring equality of access. At the same time, we must be concerned with the protection of personal privacy in an age in which huge amounts of information can be collected, stored, and disseminated with relative ease.

PRESERVATION

We have always looked to libraries as repositories of our record of the past. Today, this capability is being challenged by physical deterioration of the paper on which a large part of our historical record is preserved. On September 26, 1990, the U.S. Senate gave final approval to S.J. Res. 57 providing a national policy on the use of permanent papers. This resolution is now on its way to the President for signing. This policy will move us forward by assuring that future documents will be protected, but we must be alert to the reality that large portions of accumulated collections in university and large comprehensive public libraries are physically fragile. Books, historical documents, maps, photographs, film, sound recordings, and other research materials are deteriorating at an alarming rate. Acidic compounds used in paper manufacturing or absorbed from polluted environments actually "burn" paper from within, causing it to become brittle and useless. Surveys in large research libraries indicate that one-third to one-half of those library collections are already so brittle that just turning the pages can cause them to break into pieces. These endangered materials form the basis of our educational system and support research in medicine, industry, history, and other fields crucial to the continued social and economic vitality of any area.

LIBRARY PERSONNEL

One of the challenges facing libraries in the United States is the question of whether we will have available in ten years an adequate supply of competent and well-prepared personnel. Lifetime employment in the same job or company is a thing of the past. Workers will change jobs or careers five or more times; this will require lifelong training and learning. Marvin Cetron, a well respected forecaster and futurist notes also that information processing (collecting, analyzing, synthesizing, structuring, storing, or retrieving data, text, or graphics) as a basis of knowledge, is becoming important in more and more jobs. By 2000 those workers in the information industry, or knowledge workers as Cetron calls them, will fill 43% of available jobs. They will be collecting, analyzing, storing and retrieving information. Over 80% of all the management will be knowledge and information workers. Work at home will increase as office automation becomes more portable and powerful. Twenty-two percent of the labor force will work at home by the year 2000. A shortage of entry-level workers, especially in the service sector which will represent almost 90% of workers in 2000, will create competition among business, the military, and institutions of higher learning for the youth labor force. Eight million jobs in highly skilled occupations -- executive, professional, and technical -- will become available over the next decade and create more competition for available workers.[9]

Communities have some serious facts to face as they work to improve library service by improving staffs who work in their libraries. The predicted retirements in library personnel are awesome. The cadre of people, library school faculties, who prepare future librarians for their positions will be decimated too. A soon to be published study of library school faculties reports that over one-third of faculty in library schools will be gone within the decade. As yet there are not adequate students in doctoral programs to take their places much less provide for expanded programs. Staff working in libraries should represent the ethnic and racial demographics of the communities they serve and should demonstrate the ability to work with a changed population makeup. Low salaries, the expected reduction in the population wishing to pursue higher education, and the high level of stress being experienced by library staff dealing with large numbers of users and changing technology create recruitment problems. An excellent example is the disappearance of the professional children's librarian. The first national survey of public library services for children was reported several months ago.[10] Data from this survey reveals that people under age 14 account for nearly 40% of the nation's public library users. The average public library spends about 35% of its book budget on children's volumes and children's materials account for 43% of the average library's total circulation. The survey reported that children's librarians account for 15% of all public service librarians, and that only 8% of libraries studied had more than one children's librarian.

The unwillingness or inability of library directors to pay adequate much less competitive salaries have created a serious dilemma for those committed to improving service to youth in our public libraries. We are talking about strengthening public library services to children to support and to enhance their overall educational opportunity, but most children in this country who use public libraries are being served by staff who have never received professional education for their positions. Thirty-five percent of public library book budgets are being spent by nonprofessional personnel. In hundreds of public libraries across the country neither children nor young adults are having their special information needs met by professionals who have specialized in meeting those needs.

CONCLUSIONS

James Billington, present Librarian of Congress has noted, "Libraries are essential to the nation's memory, to its future health and to the opportunities for self-advancement open to people of every age, ethnic group and walk of life."[11] James Madison said it another way in 1822, "A popular government, without popular information, or the means of acquiring it, is but a Prologue to a Farce or a Tragedy; or, perhaps both. Knowledge will forever govern ignorance; and a people who mean to be their own Governors must arm themselves with power which knowledge gives."[12]

How libraries will be organized, managed, and used may well change. Libraries have existed for over 3,000 years because they have performed a necessary public service. As Shirley Fitzgibbons reminds us public libraries represent a unique and important component in a state's overall system of education. "They are the only publicly supported agency that offer educational opportunities to all age levels in the community. Their programs and services are available without charge and at the option of the client. Use of the library's services is a completely voluntary action on the part of the individual; in most cases its benefits are far less tangible than the diploma or certificate offered by formal educational institutions."[13]

The school library has developed to provide materials and resources to help teachers teach and children learn at the initial point of need. The academic library stands as a resource vital to the instructional program of the university and to the production of research leading to better understanding of the world we inhabit and improvement of the way we live our lives. Special libraries serve highly specialized needs of unique communities.

The electronic revolution may well change some of our traditional structures and patterns of operation. The current discussions being led by Senator Gore and others in Congress about the "electronic superhighway" that is needed to link all of the nation's information users are very heady. The potential for providing universal access is at last very real.

In a recent report, the Council on Library Resources notes that "the rapidly growing quantity of information sources, the increasing complexity of demand, the volatility of technology, and obvious presence of escalating costs inherent in any dynamic setting -- make it essential that there be an aggressive commitment to effective collaboration."[14] This call for collaboration should be echoed by all types of libraries. Public libraries suffer when the school libraries in their communities are not good because too many children come at the same time to them with too many basic information needs to be met. School libraries in communities with poor public libraries are handicapped because no school library can meet all the information needs of every child because the range of abilities and interests among the children are so broad and the array of information formats is so varied. School libraries will not become strong unless funding is found to provide them with basic collections and access to basic technology. Fewer than 50% of the school libraries in the nation have telephones.[15]

It is rather foolish to talk about networking, data base searching, and fax machines when the school library media specialist cannot even pick up a telephone to talk to the public librarian about upcoming school assignments and specific needs for information. According to a substantial body of information I and Dr. Barbara Moran at Chapel Hill and Dr. Marilyn Shontz at UNCG have collected over the past ten years, we can say with authority that the vast majority of schools in this country are not purchasing one-half of a library book per child per year.[16]

A sobering conversation with Doris Hulbert, Director of Jackson Library on the UNCG campus revealed that if the present rate of annual price increases for domestic journals continues at 15%, by 1994 the entire library materials budget will be expended on journals. Dr. James Govan, Director of Libraries at UNC-CH has noted that budget cuts would keep their book acquisitions to 35,000 volumes this year. The long range effect of this low level of acquisitions at a major research institution is very serious. To the ordinary citizen 35,000 volumes sounds pretty impressive, but divided out by numbers of students, numbers of subjects taught, numbers of research programs underway -- 35,000 volumes is a disaster.

Both school and public libraries may suffer loss of community support if they are not perceived to be serving the educational needs of the community. Maybe we will have to resuscitate and reword that poignant phrase that made the rounds in the sixties: true equity will exist when libraries have all the resources they need and the N.C. Department of Transportation is having bake sales for highway construction.

Providing health care and education are undoubtedly the most serious challenges facing the countries of the world as we enter the last decade of the twentieth century. We must care about the education of the young who will enter the workforce, who will perform research, who will practice medicine, design bridges, build houses, and teach the next generation of the young. Education of the present work force who must keep up with continued technological change is no less challenging. Education is the master plan for survival of our democracy.

More and more people in our population are being pushed to the fringes of society. Providing information to those on the fringes of society: the very young, the handicapped, the old, the poor, the homeless, the imprisoned, is no less challenging. All of us, every human being, need inspiration, insights, incentives, information, and imagination. The library is a manifestation of our dependence on history, our need to preserve our decisions and accomplishments, and our regard for the tools necessary to plan for tomorrow. Libraries are first access points for resources that will provide inspiration, insights, incentives, and information, and feed imagination. Today we can demonstrate our willingness to perform a community stewardship in caring for and caring about libraries: institutions that exist as a cultural, educational, and social trust for all who have a need to know. Institutions that are essential to the well-being of the nation.

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DRAFT Copy based on two addresses at regional conferences

The Role of Literacy and Libraries in Promoting Education and Productivity in a Democratic Society

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THE STRATEGIC NATURE OF INFORMATION

Information and a literate workforce will have much to do with the economic growth and development of American society in the 1990s. As manufacturing decreased and mechanization of the work process in all aspects of the economy both rural and urban has increased, the services sector and its enormous need for information has become a strategic source of economic strength in the state, nation, and the world. The growth of knowledge-based products and industries suggests that information is integrated into all aspects of work [1,2,3].

Because a stable economy and a literate workfore are the key elements for the survival and maintenance of a community and are also the key elements which generate the need for libraries, this presentation is organized as follows: (1) overview of how and why the economic environments of Eastern North Carolina, the state, and the nation are changing; (2) a case for literacy and libraries as means for getting at the root of the need to build a literate population for a more competitive workforce; (3) strategies for building a competitive workforce in Eastern North Carolina within the context of library and information services; (4) strategic ways that libraries meet information needs within the context of supporting the educational, productivity and democratic processes of geographical areas such as Eastern North Carolina; and (5) key issue categories which the Governor's conference delegates should consider for North Carolina's libraries.

THE EASTERN NORTH CAROLINA ECONOMY

For two hundred and fifty years, North Carolina's economy was essentially an agricultural economy. At least 95 percent of the state's population depended on agriculture as the basis for all aspects of the ecomomic and cultural fabric of its communities. The abundance of land, the ease of acquiring it, and the scarcity of capital and labor were significant factors in determining the economy, social order, and political characteristics of the State. These factors led to the use of whites who could not afford to purchase land and slaves to help build what was essentially an agrarian culture [4,5].

As late as 20 years ago, North Carolina's economy continued to revolve around the land. The rural counties in Northeastern North Carolina depended upon the world's best tobacco, cotton, and peanut crop land for their livelihood. By 1970, North Carolina had not made the transition from an agricultural to an industrial economy. This transition was slowed by the development of low-wage industrial development in textiles and furniture which also depended upon some of the world's best wood land. Not until 1975 or later did North Carolina begin a major economic transformation from a rural culture dependent upon agriculture and predominantly low-wage industries to a more urban economy in 1975.

North Carolina is part of a national transition, moving gradually from an economy based on agriculture and manufacturing to an economy increasingly dependent upon services and information. The roles that textiles and tobacco have played in the state's history have resulted, however, in some important distinctions between the transitions here and those in other parts of the country. The historical and more recent patterns have intertwined the state's urban and rural areas. The 1980 Census found that 52 percent still lived in rural areas (includes towns under 2,500 population). The evolution of North Carolina into the leading textile, apparel, tobacco, and furniture producing state accounts for these unique demographics. In recent years, many people who work in a city have continued to live in rural areas near their roots, often commuting long distances.

The transformation of North Carolina into a service economy has been a blessing for employment in metropolitan areas of the State but have not in the rural counties were unemployment has been a persistent problem [6]. What is behind the persistence of the high unemployment or underemployment problems?

LITERACY AND LIBRARIES AS MAJOR FORCES IN TRANSFORMING THE WORKFORCE AND THE ECONOMY

Illiteracy is often at the root of unemployment, hunger, homelessness, sickness, teenage pregnancies, prison terms, loss of jobs, lack of promotions and a host of other social problems. Literacy contributes to the individual's ability to share in government and in the rewards of the economy. A largely illiterate population has a significant potential of weakening the democratic process [7].

Libraries are major resources in promoting literacy. As sources of information and a vital of part of education process and the social fiber of the community, libraries have a significant role in communication and learning. Libraries are the information, intelligence, and cultural center of communities. They are a key information support system for decision making in all aspects of the individual's personal and professional life and provide a pathway to the understanding of other cultures. School library media centers, public libraries, and community college libraries are well established social organizations that support and promote literacy. In rural and urban communities, some public libraries are adult learning centers that supplement and support other adult education providers and work with youth to promote literacy. Some school library media centers also serve this role when other resources are not available for economic or geographic reasons.

There are a number of definitions of literacy--conventional literacy which refers to the ability to read write and comprehend text on familiar subjects and to understand signs, labels, instructions and directions and functional literacy which refers to the ability to communicate and compute effectively--both written and oral.

The emergence of a service related workforce which is driven by information has expanded the traditional concepts of literacy to new definitions of levels of literacy. The most prevalent conceptual level today is called **workplace literacy.** Helen Lyman defines workplace literacy as a set of skills needed to perform a specific job. The current workforce needs the ability to read competently the required-related materials. Workplace literacy emphasizes situation specific, job-specific analysis and, increasingly, focuses on "how-to-learn" skills because jobs are changing so rapidly. Required competencies vary from one occupation to another and from one job within an occupation to another. Current and future jobs will require more specialized and higher problem-solving skills [8].

The workforce will definitely need higher levels of literacy [9]. Conceptual levels which are now becoming more common are referred to as mathematical literacy, computer literacy, civic literacy, and cultural literacy [10].

STRATEGIES FOR A COMPETITIVE WORKFORCE

North Carolina must build and maintain a competitive workforce as part of a set of related policies to increase productivity. Economic activity based on quantity, rather than productivity of inputs and volume, rather than quality of outputs is no longer a valid business assumption. In an international economy, the State will no longer be able to rely the asset of abundant natural resources, a growing population and labor force that were appropriate for the decades from 1945 to the present.

The state's competitive advantage depends on its ability to train and retrain its workforce to function efficiently. Work roles and tasks require workers to assume more responsibility and use more independent judgment and initiative. Skills needed in this environment include: problem recognition and definition; determine information needs; analytical skills; implementation skills; human relations skills; and learning skills. These skills indicate that workers at all levels are information managers, not robots following precise instructions.

In North Carolina and this region of the state and nationally, all projected new jobs by the year 2000 will require at least a high school diploma, and 75 percent will require at least some college. In addition to basic skills, employers are also looking for learning and listening skills and such cognitive skills as problem solving and creative thinking. These skills should be taught early in the life of every student because they are the foundation for learning more advanced skills in later years. Without this foundation, much of later education deals with fundamentals instead of the acquisition of higher skills. Both public and private sectors have roles in training the workforce. Lifetime learning, based on a sound education in the State's schools and universities is fundamental to this capacity.

Problems of recruitment and achievement represent potential threats to the nation's and State's competitive posture. The result of these problems is what is sometimes referred to as a "human capital deficit among new and experienced workers that threatens the competitiveness of economic institutions and acts as a barrier to the individual opportunity of all Americans." Both problems challenge us to forge new strategies for business and labor as well as government in educating the workforce for tomorrow. In addition, quality and productivity require that we respond to the needs of a workforce whose composition continues to change. Some of these changes have placed the traditionally separate worlds of work and family in conflict. To ensure the smooth functioning of business and industry, economic development policies must address these new issues as well [10]. Eastern North Carolina must deal with the challenges with regard to school and work-related failures of large numbers of low-income and minority youth who represent a critical component of the workforce of the future. As the size of these traditional sources of new workers shrinks, employers will, in the words of Anthony Carnevale, "have to reach into the ranks of the less qualified to get their entry-level workforce." That means that an increasing number of entry-level workers will come from groups where historically human resource investments have been deficient [12].

HOW LIBRARIES MEET INFORMATION NEEDS

Superior technology vital to economic stability depends on improved information technology and the wide dispersal of information. Rapid access to current and accurate information is essential if manufacturing firms are to exploit new technologies to improve competitiveness, if the service sector is to fill its great need for information and information services, and if employers and educators are to improve basic education and skills training to improve the productivity of the workforce.

Business and industry daily require vast amounts of information for research and development, competitive intelligence, market research, forecasting, improving customer services, training employees, understanding copyright, determine waste disposal alternatives and maintaining awareness of laws and regulations on a global, as well as national, state and local basis. Federal and state agencies are also large consumers of information to develop and support economic policies and programs.

Sources of information -- directories, annual reports, newspapers and journals, research literature, databases, microforms, government publications -- are growing at an enormous rate. The more information that becomes available, the less likely it is that users can easily obtain and keep at hand all of the information resources they need. Information overload is avoided or managed by systems of information science -- organizing, indexing and abstracting. Computers help people deal with large amounts of information; users rely heavily on people trained and experienced in accessing information.

Libraries are cost-efficient procurers of information. They acquire information resources in all forms in anticipation of need, organize them, record them in catalogs of all kinds and connect various pieces of information through indexes, cross-references and other "finding aids." Users can request searches from hundreds of computerized databases in libraries.

It is often more difficult to locate information than to use it. As information specialists, librarians know how to find information when it is not readily available. They help people locate and use information. They teach users how to locate materials themselves and they suggest alternate sources and paths of research as well as give warnings about unreliable sources. Over the next few years when the voluminous information from the 1990 Census becomes available libraries will satisfy millions of requests for the data. Computerized library catalogs make library collections more usable and more widely accessible. People use their personal computers and modems in their home or office to search these catalogs.
Both librarians and library users have been frustrated at being able to identify materials quick but not being able to get them easily. Consequently, libraries developed delivery systems using the United State Postal Service, United Parcel Service, courier and telefacsimile to obtain materials quickly.

Through such professional associations such as the North Carolina Chapter of Special Libraries Association, the North Carolina Library Association, and other state organizations such as the State Library of North Carolina, the North Carolina Department of Public Instruction and the North Carolina Department of Community Colleges, libraries and librarians are developing many formal and informal networks by which they are able to obtain information and resources quickly and accurately. These information networks would not be possible without the major research collections in the University of North Carolina system and in private higher education institutions such as Duke University and Wake Forest University. These research collections serve as the major state resource nodes for the North Carolina Information Network [13].

All of these networks and library computer systems have one purpose: to get the right information to the right person at the right time. Whether those persons are students, workers learning more about their jobs, business people trying to get a handle on exporting, or youth learning how to do research, libraries are there for them. Due to their organized methods of identifying, locating and retrieving information, libraries save users millions of dollars each year in time not wasted attempting to recreate data already available, time saved in not duplicating work already done and time not wasted on erroneous work. The value of the time saved by users when they turn to libraries for their information needs generally goes unrecognized.

Libraries contribute to the training and retaining of the workforce. Many illiterate people and immigrants learn to read English in public libraries that offer their facilities for the use of literacy programs. Often these learners find the informality and the non-threatening atmosphere of the library preferable to a formal classroom. Many public libraries have set up Job Information Centers to help people looking for employment. These centers have information on employment opportunities, salaries, job hunting, writing resumes and interviewing. Education Information Centers in public libraries help people learn about classes and other educational opportunities offered by schools, community colleges and others [14,15].

Special libraries, situated in corporations and government, have unique resources and services and provide information tailored to the particular needs of their customers. They serve decision makers in government and industry, researchers, product developers, market researchers and sales staff. Librarians in special libraries also compile, organize and repackage information to meet the needs of the customer. The customers' requirements may be for extensive, daily searches of electronic databases, clipping services, report writing, training, or instruction on database searching. These libraries often produce publications to inform employees of recent acquisitions, journal articles, services as well as the central repository and/or source for distribution of internal documents and publications.

Other ways in which all libraries directly or indirectly contribute to the productivity of workers include:

1. providing correct, accurate and current information about global, national, state and local business climates for companies and governments to make informed decisions;
2. serving as major access points for government information, such as census statistics, legislation and regulations;
3. adding value to information by analyzing and packaging data to meet the specific needs of a company or user.

Some libraries, for example, index local newspapers and journals as well as periodicals of specific government agencies to facilitate locating articles that would not otherwise be available;

4. anticipating the needs of clients and obtaining required information before it is needed;
5. providing materials for continuing education of employees, including materials for formal courses, self-study and on the job needs;
6. providing writing assistance, editorial advice and instruction on citations, footnotes and bibliographies; and,
7. providing general and specific materials to allow users to keep current in their fields and to keep abreast of pertinent activities in related areas.

ISSUES THAT THE GOVERNOR'S CONFERENCE DELEGATES SHOULD CONSIDER

The preservation of library collections [16], continued funding of libraries, recruitment and education of a diverse ethnic population of librarians and support personnel continue to be critical. Equal access to complete, accurate and timely information for an increasingly diverse racial and ethnic population is vital to improving competitiveness in today's international economy and improving the productivity of the workforce. Since a significant portion of the State's economy depends upon the health of small business, the Governor's Conference should consider how to deal with two disturbing trends that affect access to information:

1. privatization of government information, which increases costs to users and creates a dichotomy between the haves and the have-nots in free access to information [17]; and
2. publishing data only in electronic format, which assist those with computer and telecommunications capacity but can diminish access to and use by the general public.

These trends and the information needs suggest that the Governor's Conference delegates should also consider supporting the following actions at the local, state and national levels to ensure library and information services for productivity:

1. Make available the large quantity of research and report data stored in electronic format accessible throughout the State with the accompanying need to support continued research on high-speed, low-cost communications networks;
2. Further improve library networking to share resources and services and encourage corporate, government and other special libraries and information centers to participate in this networking;
3. Support public/private partnerships as Federal funding for library-related initiatives declines;
4. Recognize and encourage the role of librarians and information specialists in the globalization of information;
5. Ensure open access to government information to guarantee a democratic and economically sound society;

6. Study and support library participation in education and skills training.

In conclusion, the citizens and leaders of the Eastern North Carolina communities are reminded that information is now recognized without question as the key factor in education, productivity, and in societal growth and development. Information will continue to remain in this strategic position as a catalyst for economic growth and development in North Carolina communities well into the 21st century. All of the state's libraries have a major role in providing the information vital to productivity and economic growth and development of North Carolina and the nation.

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LIBRARIES IN THE '90's:

AGENDA FOR THE NATION

JERRY D. CAMPBELL

DUKE UNIVERSITY

October, 1990

What shall we say? That is our challenge. We are gathered here looking forward to a remarkable event. An event authorized by law--Public Law 100-382--signed by the President of the United States on August 8, 1988. This event, the White House Conference on Library and Information Services, provides us with the opportunity to speak to the nation about libraries and information. Think about it for a moment. This public law focuses the national attention on libraries and information. It provides librarians and other interested parties with a public forum to highlight library and information concerns. Where else does such an opportunity exist? We must rise to this challenge. An opportunity to understand our own priorities and then to speak to the nation is precious and must not be squandered.

Yet squander it we may if we do alter our course. Let me share my fear with you. The libraries of this land are spoiled children. Compared to the libraries of any other nation, we are rich beyond compare. We have public libraries, academic libraries, and special libraries of many descriptions. We have libraries in cities, in villages, on Indian reservations; we even have libraries on wheels. We have a great, interconnected web of library cooperation across this country. Collectively we spend $7 billion dollars on libraries each year. And yet we do not have enough. On our present course, we do not exude thankfulness for our riches. We do not focus on our existing resources and priorities. We do not question the efficacy of our own stewardship. With our toy chests brimming over, I fear that we will only turn to our benefactors and cry for more.

I have read a summary of North Carolina issues sent to me as preparation for this regional session. Have you seen it? It is organized into seven sections representing children's services, public documents, school libraries, community college learning resources, library paraprofessional staff members in North Carolina, public libraries, and special libraries. Curiously absent are college and university libraries. Without prejudging the validity of the issues identified by the groups represented, let me share with you the documents overwhelming direction in seeking solutions. That direction is, of course, to seek more funding. First, virtually every group needs more funding for personnel. This new people-money would be applied primarily to new positions, improved salaries for existing positions, and funds for continuing education and training. Second, virtually every group also needs support for greater access. Access means new money to acquire increasing numbers of books and journals at rapidly rising prices. Access means new money to buy the technology necessary to deliver information electronically, new money to pay for putting information in electronic form so that it can be delivered electronically, longer press runs for government publications so that more citizens can have have access to free copies. Access means new money to subsidize postal rates so that library materials can be mailed more cheaply. It means new money to preserve the increasingly fragile paper that makes up the bulk of most library collections. Access also means support for the information needs of special and handicapped groups and support for programs in adult literacy. With its focus on greater funding as the answer to our library problems, the North Carolina document only mirrors what I have observed to be characteristic of the larger national focus.

As far as I know, no one has attempted to quantify the new funding desired. But the sum would be truly staggering. For preservation alone, libraries have urged Congress to appropriate $15 million per year for twenty years--that's $300 million dollars over twenty years. And that amount, we speculate, will be sufficient to preserve the contents of only a portion of the books and journals in our libraries, perhaps no more than 25-40%. And what can we say about the costs of personnel? Suppose, for ease of calculating, we leave aside school libraries, depository libraries, college and university libraries, and special libraries. Let's also forget about salary upgrades and continuing education. Suppose we only added the equivalent of one new staff member to each of the 15,000 public libraries in this country. Let's also suppose that we add these staff members at an annual cost of $20,000 each including fringe benefits. This personnel cost alone would amount to an additional $300 million per year. But perhaps most striking in magnitude is the virtually unlimited amounts that might be spent acquiring new library materials and providing the latest in electronic technology. I simply do not know how to hypothesize the amount of money that might be involved if libraries had the additional funds that librarians desire for these endeavors, though surely it would be represented in billions.

There are two simple reasons why efforts to solve the library problems of our age primarily by seeking increased levels of funding cannot succeed. Foremost is a self-evident reason: this is not a propitious time to turn to our great nation for money. Private foundation giving, for instance, continues to be available, but it is not noticeably increasing each year. We may, therefore, pin few hopes for incremental funding on foundations. In a similar vein, most of us for whom it is appropriate have developed our library friends groups and have already included their fund-raising potential in our plans. And the present economic situation, if anything, may force us to reduce these expectations. And governmental sources for new funds are worst of all. North Carolina State government seems to be in financial disarray. Far from enjoying the hope of increased funding, some libraries in the state have been ruinously drained of resources this biennium. The strain of our state governmental finances has--or will soon--pervade local governments as well and the institutions that depend upon them. It may be optimistic to expect restoration of previous funding, let alone anticipate higher levels of funding.

Increased federal funding for libraries is perhaps least likely of all. Our federal government has no more money available. Indeed, I wonder how we can even ask. I feel like we are suffering some kind of collective insanity. I would be willing to bet that not a single person in this gathering really wants the federal government to increase the national debt. And yet, we get together in behalf of our libraries and, like the well-intentioned proponents of every other worthwhile enterprise, ask the government for more money. Are we also willing to raise our taxes to pay for it? Shall we suggest that the funding we need be taken from military spending? From allocations to social programs? Do we want our requests funded if it requires greater deficit spending? This is just not a good time to expect any of our usual sources of support to provide large amounts of new money for libraries.

The second reason that this "if we just had more money" approach must fail is that it simply is not true. How much money would it take to solve the problems of staffing and access? Or how much money would it take to satisfy us that these problems were solved? Perhaps in some fundamental way it is a characteristic of this culture never to be satisfied. I have yet to meet the librarian who says, "My library has more money than it can use," or who sends money back to the town council with a note reading, "Reached our annual goals on time and under budget--use this money for something else worthwhile." In fact, I haven't yet met the librarian who even says, "My library has enough money to do its job." To the contrary, we never have enough staff help; our salaries are never high enough; we can never afford all the books we want; we can never catch up with modern technology. More money will not solve these problems. If these and similar issues constitute our grasp of our problems and the endless search for more money our solution, can you imagine that our means will ever finally catch up to our needs? Or will these needs forever outstrip our financial resources? If more money cannot be the answer, then perhaps these are the wrong issues.

We can never raise more money than computer manufactures and publishers will be willing to take from us.

If we have a chance to speak to the nation, what shall we say? My role today, as I understand it, is to help us identify library and information issues that truly merit national attention. Indeed, it is to help identify issues that may be worthy of such attention for the next decade. In this light, I am reluctant to commend to you the issues identified in the document on North Carolina issues. We will accomplish nothing if we focus on a myriad of smaller problems.

Perhaps our libraries are like residents of a town built below a great earthen damn. Over the years, town residents become aware that the structural integrity of the damn is diminishing. They see the water rising in their streets. They hear the warnings. They discuss the situation with one another. Meanwhile the rain continues upstream, and the leaks grow worse. Repairs to the damn are expensive and difficult; the expense of replacing the damn seems out of the question. So the town residents busy themselves by improving street drainage and waterproofing basements. And then the damn bursts. In the aftermath of the tragedy, the survivors somehow find their resources sufficient not only to replace the damn but to rebuild the town as well. The damn and the town are victims of the failure to come to grips with the real problems confronting them.

Is this our story? Will the great tide of publications overwhelm us? Will the unsatisfied need for access crush us? Is the damn straining while we focus our attention and spend our precious resources on improving gutters? And worst of all, with our $7 billion annual riches and our ingenuity, do we not really have the means for effective solutions within our grasps all the while?

I do not hesitate, of course, to believe that the many issues recorded in the document on North Carolina issues are genuinely troublesome, like the water leaking through the earthen damn. But like the leaking water, they are also derivative of more fundamental and dangerous problems. And it is these more basic, causal problems that we must solve this decade if our libraries are to prosper. It is also these more basic, causal problems upon which we must focus the nation's attention. Indeed, if we fail to confront the great problems of our times on the occasion of this White House Conference, we risk sacrificing the vitality of all that we have created, namely, what is arguably the most effective and far-reaching system of libraries of any nation on earth.

What then are the seminal library and information problems of our age, problems worthy of this occasion? Let me invite your consideration of two as you proceed with your deliberations.

The first fundamental difficulty we are facing concerns the amount and cost of information. Lying behind many of our everyday library problems and pressures, this difficulty manifests itself in several ways. But most simply stated, each year more information is published in an increasing variety of formats at progressively higher prices. The danger present in this difficulty is profound. At the least, this means that our libraries increasingly hold fewer paper materials and offer fewer electronic resources than are available and than their constituencies need. In other words, our patrons are inconvenienced or deprived of the data they seek. At its worst, this means that collectively libraries are preserving and bibliographically controlling an increasingly smaller portion of published knowledge and information each year. This implies the increasing likelihood that our culture will find itself unable to maintain its intellectual record and to sustain the pace of its intellectual growth.

It is also worth noting that this problem does not impact only our own culture. The vast amount and extraordinarily high cost of information amount to a kind of economic and intellectual imperialism over the poor countries of the world. Knowledge is power. We are now in a circumstance when even our largest research libraries are desperately constrained in the acquisition of materials, and yet, surely many of these libraries hold more information than many entire countries. If we are struggling to keep up, what must this mean for most of the rest of the world?

Within our libraries, we have attempted to respond to this situation in a variety of ways. We have become more precise, selecting fewer materials for purchase. We have selectively decreased the number of subscriptions we maintain. We have improved and enhanced our reliance on interlibrary loan and all the other operations that the term "access" has come to mean. And always we have spent more money. But all these and other efforts have not and will not keep pace with the geometric growth of human knowledge nor with the ability of publishers to raise prices.

We need, I believe, a fundamental change. Our goal for this nation should be nothing less than the democratization of knowledge, that is, the ability to make recorded knowledge and information available to all at an affordable price. This will certainly be a challenging task for this nation for a decade, but it can be done.

In the context of the White House Conference, we who represent libraries can begin such a change. It is a beginning if we only succeed in calling attention to this problem and placing it on the nation's agenda for seeking a solution. It is a better beginning if we are able to suggest some means by which a solution might be sought.

In this regard, I think one thing that we might do is ask Congress to undertake a fundamental review of the whole concept of copyright. Perhaps copyright as now conceptualized has lost its value in the cycle of knowledge. In the current environment, authors are typically required to relinquish their ownership of copyright to publishers in order to be published. Because of the absolute and lengthy (50 plus years) protection currently provided by copyright, publishers are, therefore, frequently able to acquire unrestricted rights to material at no cost and to command premium prices. It is, as the saying goes, a seller's market. But the fundamental purpose of publishing is not to enrich publishers. It is, rather, to disseminate knowledge. And yet, because of the protection of copyright and the resulting high prices of published materials, the dissemination of such materials may actually be diminishing.

How might copyright be helpfully altered? I cannot address this very complicated question in great depth, but it is fun to begin to speculate. One alternative, for instance, might be to limit copyright protection for publishers to a much shorter period of time, say two years. This would permit the reasonably rapid and unrestrained reprinting of valuable material and interpose the possibility of price competition. Can you imagine how much our modern conveniences would cost if other forms of intellectual creation, like patents, extended for fifty years? Or in the case of strictly academic materials, since few academic authors receive royalties for their work, perhaps copyright as we know it should be abolished entirely in favor of the simple recording of intellectual provenance. Special arrangements might be made for those categories of academic materials for which authors do profit, like textbooks. Or, as yet a third option, for the sake of the health of this nation's educational and research pursuits, perhaps copyright protection should not be extended to include electronic rights. Make it legal for us to use the technology at hand to share materials quickly and inexpensively. On second thought, I think that as library supporters and specialists we should urge our Congress to begin to think of this as the post-copyright age and to begin this decade to determine just what that will mean.

A second action that we might suggest to begin to address the problem of too much knowledge at too great a cost is to urge our government to sponsor and promote the investigation of alternatives for publishing, especially the publishing of scholarly knowledge. Scholarly knowledge, of course, constitutes much of the volume of publishing that is overwhelming our libraries and businesses. Let us urge the government to use its existing programs and funds to explore possibilities for new and less costly means of publishing. What alternative might there be, for instance, to publishing the results of sponsored research in standard paper sources? Could or should financial incentives from existing funds be provided to universities to establish and test electronic publishing to be distributed in the emerging national network without copyright restrictions? If universities redirected some of the tremendous resources currently expended on commercial publications, could they not on their own profitably publish the same materials and give the copies away? I do not know the answers to these questions, but we should make these questions and others like them our agenda for the next decade.

So the problem of the amount of knowledge and its cost is the first great problem of our age for which I ask your attention. But there is a second even more dangerous problem that also confronts us and that is the problem of public education throughout our nation.

If I made a list of all the things that our libraries need, at the top of the list I would place readers. Our public and academic libraries need readers, well-educated, intellectually hungry readers, able and eager to learn. Our industries with their laboratories, research programs, and special libraries need brilliant, young scientists with the promise to keep our technology developing. But as you know, educated Americans are an endangered species. We desperately and quickly need reform in our public schools. This is a problem we must solve.

Improving our public schools will reform the roles of many of our libraries. Sadly, the necessary programs of some libraries are testimony to the failure of public education. But libraries are not and are not intended to be substitutes for poor public education. Our programs should be developed with the expectation of a well-educated public. It is a shame and a disgrace that it is otherwise. So, let us gather as library supporters and librarians and demand educational reform. I urge you to place reform of our public education as the number one priority for libraries in this decade. Let us say to this nation, "If you want to do something for libraries in the 1990's, give us readers."

In conclusion, I urge you to treat this White House Conference as a great opportunity. Do not overwhelm the attention of our nation with a plethora of minor library issues when we have these two fundamental challenges to the vitality of our libraries, indeed, to our nation before us. Focus your vision just beyond the ordinary and help our nation do the same.

October 23, 1990

TO: Jim McKee
November 9 Governor's Conference Responders

FROM: Barbara Baker bab

RE: The first edition of my remarks

Attached is a copy of the remarks that I intend to make at the November 9 Governor's Conference on Libraries and Information Services. I hope it will help you prepare your remarks.

I decided to take the stance that we will be preparing the participants for participating in sessions later in the day. I hope this is in line with your objectives for your presentations.

I am sure that I will be making minor revisions around this theme you see here up until November 9, so if you have any suggestions or any other comments you would like for me to make in preparation for your talk please call me at 919 598-9218 (w) or 919 489-1774 (h).

Thank all of you for the efforts you are making on behalf of libraries in North Carolina.

I am very pleased to see that you have come today to assist in developing an agenda for libraries for the nation. For the next few hours we will have time to examine library service today - the way it is and the way we think it ought to be. How fortunate we are as library workers, library supporters, and government officials to get this opportunity to examine institutions that are important keys to our society. Thank you for taking time out of your busy schedules to focus your thinking on libraries for today and tomorrow.

As you know, we are not preparing for the first White House Conference on Libraries and Information Services. The July 1991 meeting will be the second time a conference has been called to discuss national policy on libraries. It is also the second time we have worked our way through the process of gathering information and discussing the future of libraries in North Carolina. We can look back with pride at the good results of both of those conferences. In North Carolina some of the direct benefits have been increased state aid to public libraries, the development of a state document depository system that gets the publications of our state agencies closer to all of the people, support of the Basic Education Plan that increased the number of librarians available to students in public schools, and the establishment of the North Carolina Information Network, a computerized network that allows libraries all over the State to dial into a centralized computer network. Our coming together seems so much more important when we look at the kind of benefits that can be realized when citizens have the opportunity for input.

The 1991 White House Conference has three themes: Library and Information Services for Productivity, for Literacy, and for Democracy. Productivity, Literacy, and Democracy - three issues that will influence the success of individuals and our society. Let's look at the three a little more closely.

First, let's talk about literacy. In many ways we have been informed that the illiteracy of our population is damaging to society. A recent report of the Southern Growth Policies Board has said that one in four adults in the southeast is illiterate. This issue has been pulled to the forefront of our thinking as we realize that the jobs of today may cease to exist and more knowledgeable workers will be needed for new kinds of industry. The same report of the Southern Growth Policies Board says that by the year 2000 one and one-half years education beyond high school will be required in most jobs. It is frightening to think that now one in four adults can not read, write and do simple calculations and within in ten years one and one-half years of college, technical or vocational education will be required.

This problem is being faced by several different groups. I'm sure each of you can think of at least one agency in your community that is working to teach adults to read, write, and do calculations. It is wonderful to see growing numbers of agencies and people getting involved in literacy education. Two exemplary programs that come to mind are the Broyhill project for workplace literacy here in Caldwell County and the monies granted to the Alexander County Public Library by the Ezra Jack Keats Foundation for family literacy education. We need to encourage the involvement of many more agencies and especially libraries in cooperative efforts to fight illiteracy in every community and every region of the State.

Let's think about the word "literacy", though, for just another couple of minutes. Usually I think of the basic skills of reading, writing, and arithmetic as literacy education. But there must be other kinds of literacy. For example, one of the popular terms today is "computer literacy" and I've heard talk about "workplace literacy." The dictionary that I consulted said the word "literacy" refers to an educated person. It seems to me that an educated person has learned the things she or he needs to know to get along - like what we have to do to get a job done or function as a parent or to fix a leaky faucet. Surely, the basic skills of reading, writing, and arithmetic are the first things people need to know to get along, but we must add to this some other elements of literacy that will enable the people of North Carolina to get along in a job, in a family, and in a community. We must promote lifelong learning among our citizens by emphasizing the importance of information throughout their formal schooling and showing them how valuable seeking knowledge can be to their lives. What better place to provide the resources for lifelong learning than in a library. Libraries are available to all citizens.

Now to "productivity". I decided to talk about literacy first because I think educating our population in basic skills and promoting lifelong learning will lead to a higher level of productivity for North Carolina citizens. Productive individuals who function as full members of our communities will lead us to be an even greater State than we are now.

The economic development of North Carolina is dependent to a large extent on the quality of the workforce we can provide to industry. The productivity of our State is dependent upon thriving industry. North Carolina must set policy that will enable the State to provide the workforce that is needed at any time. Strategies for increasing the productive abilities of individuals might include decreasing high school dropouts, scholarships for students seeking higher education, short term educaional programs or on-the-job training programs. We already have a lot of these in place.

As I see it, one thing is more important than our ability to offer appropriate educational training for workers. We must have information available so we can predict changes in the workplace to include changing industry and changing job skills needs. We must know what changes are coming in industry and be able to adjust quickly. We must have an informed population that we start training in elementary school to look for information that shows trends for the future. Libraries and library personnel are already doing these things, but we have to do more and we must have the support of every citizen.

Now, the third element of the White House conference theme - democracy. We need literate and productive citizens to participate in democracy. A participant in the democracy of North Carolina and the United States is a good citizen. One who has the information he or she needs to participate in elections, one who follows the actions of the various governments and his or her representatives, and one who is aware of the actions being taken to improve communities, the State and the Nation. Libraries are key to democracy in that they are storehouses of the information needed for good citizenship. We must keep the resources of the libraries available and we must encourage our citizens to participate in the democracy by training them in using the resources.

So, these are the three issues of the 1991 White House and Governor's Conferences on Libraries and Information Services. They certainly give us a global view of the issues we are facing. Within these three we must take a closer look and decide what things we need to do to make our local libraries effective vehicles for literacy, productivity, and democracy.

We are very fortunate in North Carolina to have a continuum of libraries that ensures our citizens have information available to them at every point in their lives. Expectant parents can get the first information they need for a brand new resident by going to their public library for materials on child-rearing. Pre-school aged children are welcomed into the public libraries in the state to realize the importance of reading through story telling sessions and other special programming just for them. School-aged children go to a school that has a library and a media specialist to help them in their studies and to train them in the library skills that will make them lifelong learners. After high school, North Carolina students may continue their education in one of our colleges or universities. A community college library houses information needed to train citizens in the technical and vocational jobs of our communities. Other college and university libraries have the information and materials that will inspire research and scholarly study. In businesses we find libraries that collect materials that enhance the abilities of their workers to do their jobs. And throughout all of our lives most of us have access to a public library so we can do leisure reading or explore our other interests. How lucky we are.

I asked several librarians in your region to tell me what they think are the pressing issues of libraries. I don't think their answers will surprise you. They will give you a few more elements to consider as we work our way through the day and consider what resolutions this region wants to send forward to the Governor's Conference.

First, access. Librarians are concerned about the availablity of materials and information for their users. Do school children have the materials they need to fully explore the topics they have to learn in order to be literate and productive citizens of our communities? Do businesses have access to the kind of information that will allow them to perform well and to predict trends in the marketplace? Will students in our colleges and universities be able to use materials that will help them function in the world because they had access to those materials and the people that could show them how to obtain information? Do our public libraries house the materials that provide information and leisure reading for all citizens? Are library users provided with a broad spectrum of viewpoints to aid them in their own decision making? Are library and information professionals available to assist users with finding the information they want or need? Are libraries providing easy access to statewide and national computer networks that can allow users to be aware of materials available beyond the local collection? Are preservation methods being used to maintain the materials and the history in our libraries?

Librarians say they are concerned about library staffing. Is there someone on the library staff who is especially trained in librarianship or as an information specialist to help users in obtaining the right information? Are we providing continuing training to keep library staffs up-to-date on the latest information resources? Are our library staffs capable of handling the new technologies? Can they access statewide and national and international computer databases? Is the number of staff adequate to handle the number of users of the library? Do the staff members have time to study trends and offer new services as the need becomes apparent?

Facilities always rank high on the list of concerns of librarians. Are the facilities adequate for the number of users to be served or the numbers and kinds of materials to be collected? Are facilities where they need to be? Are branch facilities or mobile facilities made available to users that may be far from the main collection? Is computer access made available when appropriate? Is telecommunications being used to communicate when it might be the most appropriate manner of communications for those with special needs? Are library facilities accessible for all library users?

Collections - what's in them - also is listed by librarians as one of their concerns. Are the collections of books sufficient to serve all of the users of the libraries? Are materials other than books collected to meet the information and leisure needs of the users? Are a broad spectrum of viewpoints represented in the collections to assure all the information needed for users to make everyday decisions? Are the new technologies such as computer software and videotapes represented in the collections of the libraries?

Underlying some of these concerns and also listed as a concern is funding. Is funding at a level that will support library staffing to serve the constituency? Can the materials needed to support the goals of the library be purchased? Are all funding sources being utilized? Can materials and supplies for special initiatives be purchased? Is money available to purchase computer network time that will allow the library to have access to materials outside the local collection? How can libraries deal with the escalating costs of magazines and journals? What materials will not be collected because they are just too expensive?

Another concern that is not stated quite as often as these, but is certainly coming to all of us is the use of computer technology. The technology is in place to help us solve some of the problems of access to materials and information. Is the library able to purchase needed computer equipment and software? Does every library need access to collections outside of it's own? Does the library need to obtain one computer system that will handle all library materials management needs? Do computer systems need to be bought in cooperative efforts with several other libraries? Is computer training available for library staff members?

These are the kinds of questions librarians ask as they are planning for library service now and in the future. No one can answer all of these questions for all libraries in North Carolina and that is why I have decided not to even try to give you answers.

So, now I have given you a series of questions. The questions that librarians ask in trying to provide the best library program possible. Each of the responders today will try to answer some of these questions for their own types of libraries. Please listen and let them help you formulate resolutions that we will send on to the Governor's Conference. Let's help set policies that will allow the libraries of our state and nation to participate in developing literate, productive citizens for our democracy.

SPEECH BY SARA HODGKINS

REGIONAL GOVERNOR'S CONFERENCE

ROCKINGHAM, NORTH CAROLINA

DECEMBER 14, 1990

I am pleased and honored that you invited me to speak to this regional conference on Library and Information Services in preparation for the North Carolina Governor's Conference to be held in February of 1991. At the present time I am a member of the Southern Pines Library Board and have chaired a task force on the study of library services for Southern Pines. I had signed up to attend the regional conference, never dreaming that I would be invited to speak to the conference.

I remember so well, as do many of you, and with a great deal of pleasure, the first North Carolina Governor's Conference on Library and Information Services which was held in Raleigh in 1978. That conference was productive and was responsible for many results and direct benefits to the public and to libraries. Some of these include:

(1) Increased state aid to public libraries.

(2) State documents depository systems which make documents available in Raleigh and throughout the state.

(3) Statewide "Friends of the Library" organization enabling citizens to work together in support of libraries statewide.

(4) Continuing education for librarians, friends and trustees through the Continuing Education Center housed at North Carolina Central University.

(5) Support for schools' libraries through the Basic Education Plan which mandated school librarians in all public schools with 250 students or more with additional personnel in schools with enrollments over 1000.

(6) State funds for films.

(7) The creation of the North Carolina Information Network providing electronic access to books, materials and services in all types of libraries throughout the state.

(8) North Carolina support for the Library Services and Construction Act which provides funds that enable the State Library to offer children's programs, such as Quiz Bowl and the Summer Reading Program, as well as support for the Library for the Blind and Physically Handicapped and grants to prison libraries.

These benefits alone are reason enough to be involved in this regional meeting, but there are other reasons also. As productive citizens we all need to keep pace with the proliferation of information. And of course, the best way to do this is through free public libraries and specific libraries in schools, community colleges, universities and businesses.

Another reason is our national crisis of illiteracy - 25 million persons or one fifth of the adult population in the country are unable to read at the 5th grade level. In North Carolina alone, 1 Million of our 6 Million state's citizens are illiterate. What a disgrace and what a challenge!

The third important reason involves information that enables citizens to make informed decisions at work, at school or as part of lifelong learning which is the very foundation on which this country was built. As you know, Democracy depends on the informed participation of its citizens.

The purpose of the second statewide North Carolina Governor's Conference on Library and Information Services is to bring together delegates elected at the nine regional conferences and to pass resolutions on issues to be sent to the White House Conference. Now what is a White House Conference? The President of the United States can call a White House Conference or the Congress may also request that the President convene a White House Conference.

As a general rule, the purpose of a White House Conference is to involve a wide range of individuals in the development of recommendations for future public policies in the area of concern. Among the many critical issues on which White House Conferences have been held are aging, a drug free America, and productivity. The White House Conference on Libraries will be held in July 1991.

Today your responsibility is to elect delegates to the Statewide Conference and to generate resolutions to be voted on at the Statewide Conference.

The North Carolina Governor's Conference objections are:

(1) identify how well existing library services meet the needs of our North Carolina citizens

(2) identify what library services must be developed to meet future needs in a changing world

(3) develop a plan of action to encourage community awareness and support for library services

(4) provide an opportunity for citizens to prepare for participation in the White House Conference on Library and Information Services and to elect the North Carolina delegation.

Planners of the 1991 White House Conference on Library and Information Services have identified three themes. Library and Information Services for:

(1) Democracy

(2) Literacy

(3) Productivity

I hope you will spend some time discussing these three themes in light of library and information services because they are all local, state and national concerns and excellent examples of issues that are of great importance to a free society.

For example, I believe that in these troubled times we should state again and again that we are opposed to censorship in any form. Our constitution guarantees the right to speak, write, paint, compose, publish and to create without fear. Materials in public institutions must be available to all citizens. Open access to state, federal data and publications and information generated by state and federal agencies in print or electronic format must be available to everyone. We should resist any attempts by various groups of people to remove any books, information or materials from all libraries and continue to provide means for easier access to library and information services.

Libraries can actively seek partners in building coalitions for literacy. We all know the task is too enormous for any one group or agency. For instance, this Fall, the Southern Pines Public Library sponsored a Literacy Fair in which all the groups in our area who are involved in literacy programs had booths manned by volunteers explaining their programs. The speaker of the evening was the principal of the Southern Pines Elementary School who spoke about the ways we all could help students learn to read.

There is a great need for library support staff for school libraries as well as a need for professional librarians in every school as mandated by the Basic Education Plan. Every public library must have at least one professional youth services librarian to meet the needs of children and young adults.

In thinking about children and young adults, I would like to share two meaningful quotations from prominent Americans.

"Far too many Americans today are growing up at risk. The majority of poor Americans are children with one out of every four children under the age of six now living in poverty. We rank at the bottom of 20 industrialized nations with respect to infant mortality rates. Children whose families cannot find housing are now overcrowding shelters for runaways. And homeless children and families now constitute 30% of those without shelters. This year one out of every four students will leave high school without a diploma. In some of our inner cities, 75% of all young people will have dropped out of school before they turn 16 years old. We do have strategic planning for every other area of critical importance. We have long term plans for the military. We have long term plans for our nation's highways, bridges, and tunnels, because they provide the infrastructure for our cities...Children are the future security for this country and the future infrastructure for our democracy. So it is about time we worked on getting a comprehensive plan for the 63 million Americans who are children."

Christopher Dodd, Chairman
Senate Subcommittee on Children and
Families, 1986.

And from Barbara J. Rollock, Public LIbrary Services for Children, Library Professional Publication, 1988:

"In an era of high pressure lobbying, political action committees and single issue voting, children and youth have few effective advocates...none (of whom) can make the major political contributions of which big business and many large organizations are capable. Children do not produce; they do not influence foreign trade or jobs or the stock market. They cost money! They do not have clout or the means to strike or to close down work places. They do not even vote, and many of the parents and other adults who should be representing them at the polls do not bother to vote either."

In thinking about productivity, I hope you will discuss access to public information to all citizens be provided electronically through the North Carolina Information Network. Also that the North Carolina General Assembly provide funding to convert library holdings into machine readable form as well as provide funding to load library records into the North Carolina on line Union Catalogue. We need to ask the federal government to actively support the development and use of new technology standards and that access to information be enhanced through the use of state of the art technology.

There are other issues to consider and I give you these in the form of questions.

(1) How can libraries secure the necessary funding to best serve their patrons?

(2) How can libraries throughout the state provide the same level of basic service so that every citizen has equal access?

(3) How can we guarantee cooperation among various types of libraries?

(4) How can we work together to insure the best library and information service for our children and young adults?

(5) How can libraries best provide vital information for the business community?

(6) What is the appropriate role for libraries in serving the latch key children and the homeless who come to libraries for warmth and security?

(7) What is the appropriate role for libraries in the literacy effort?

(8) How can automation and computer technology be used to make library and information services easier for the patron rather than making it more difficult?

(9) How do we improve the image of libraries, librarians and the delivery of library and information services so that this recognition results in an increased willingness to fund library programs and improve salaries for

librarians and support staff?

In the interest of time I have only touched on a few of the major issues facing us today. We have a long agenda and many opportunities and challenges. Working together I am hopeful that we can bring a number of meaningful resolutions to the Governor's Conference for action that will bring numerous results and direct benefits for library and information services to every citizen of North Carolina.

Don't be discouraged - be encouraged! We have a fine heritage of library services on which to build - we have a success story to tell - we are meeting vital and important needs in today's global society and we already have strong support in our towns and cities across this great state.

Our citizens need and want the services of professional librarians in their communities to organize and file important information for their easy access. You hold the keys to making it happen!

The German poet, Goethe said, "Every situation - no, every moment is of infinite worth; for it is the representative of a whole eternity."

Let us seize the moment - let us begin!!!

1990-1991
North Carolina Governor's Conference
on
Library and Information Services

ACADEMIC LIBRARY CONCERNS

Leland M. Park
Library Director / Davidson College
Chairman / State Library Commission

6 February 1991

John Donne said it ---- years ago: "No man is an island unto himself." The late vice president, Nelson Rockefeller, said it another way during his confirmation hearings when asked "what is the most pressing problem with which the world must come to grips." He said that we must learn that all of our problems--opportunities--are interrelated, synergistic. None stands alone.

By the time this Governor's Conference ends today, we will have been reminded of the same thing all over again. We need each other more than ever. Independently we cannot do our job.

And to do our job, there are concerns of academic libraries which I submit for your consideration.

The mission statement for academic libraries as presented in the 1983 publication, North Carolina Libraries--Their Role: Statements of Mission and Purpose, states that we are to "support the teaching, research, and public service programs of the college or university." We are to do this by "supporting the instructional and research programs of our institutions; organizing and sharing our collections; assisting the readers; and cooperating with other libraries."

First off, it must be said that, as the mission statement describes, we must "support the programs of the college or university." Try as I did in preparing these remarks, I could not find a way to avoid the use of the word "funding." It is just impossible. And the reason is obvious--we have to have funding in order to assemble the staff, facilities, and resources to carry out our mission. It is as simple as that. And yet we have failed to instill in our funding powers-that-be the conviction that the free flow of information is as crucial in the life of free citizens as the free flow of water, electricity, and other basic necessities. For free men to remain free, information must be freely accessible at all times. That flow of funding for information, while obviously not limitless, must be a continual flow....it cannot be interrupted or subjected to mercurial whims. For instance: this past academic year Davidson College's library -- supporting only 1500 students -- added more books than did that the library of that respected research institution in Raleigh, North Carolina State University. This academic year, 1990-91, the libraries of North Carolina State University and the University of North Carolina at Chapel Hill are each cancelling more journal subscriptions than the Davidson College Library currently receives! And the vacant staff positions in those research libraries which may not be filled numbers in the dozens. The sadder fact is that the authorization for these positions could be lost if changes are not made soon. It takes years to build up a well-trained and dedicated staff which can bring alive the resources available for the patron. It can be torn down in a matter of months. Continuous funding is needed.

And the financial facts of life are that books and journals which are not purchased when they are first available will probably never be available again, such are the enlightened tax laws in this country. There, then, is the genesis of the uncorrectible gaps in research collections at these two prestigious institutions and in others in the state.

If you remember the wording of the mission statement for academic libraries, there was the statement that, among others, they should "support the public service programs of the college or university." The very existence of the three outstanding faculties and research libraries in the Triangle area of the state was the tripod upon which the Research Triangle was conceived. No one needs to repeat the long litany about the millions of dollars which this pace-setting undertaking -- now replicated in other parts of North Carolina and in other parts of the country -- has pumped into the economy of North Carolina. The partnership--the synergy of education and industry and business--has been good business for all of us. Gaps in book and journal collections and understaffed libraries undercut the very economic vitality of our state. Gaps in the book and journal collection undercut the most important industry of our state--education.

North Carolina must declare in the law that libraries are fundamental and must fund them consistently. *This is a major concern.*

In the early part of this century there began in this immediate area a cooperative library program among Duke-Chapel Hill-and-N.C. State. At the end of this century we find libraries of all types cooperating among themselves to an amazing degree. Like overlapping circles, libraries all over North Carolina realize the truism of interdependency. We each must have a strong base, yet we each still depend on others. This only makes good sense -- economically, physically, logistically.

Much has been done in the last five years to encourage and enhance the development of this interdependence. To re-word Senator Howard Baker's famous couplet, for interdependence to work, we must know: "What do we have and where do we have it?"

Working within the framework of the national OCLC network, the North Carolina Information Network was "birthed" by the North Carolina State Library. Libraries -- very large and very small, very urban and very rural -- are joined together via a computer spyglass which allows one to see what the other has in its collection. The network is the essence of good economy, good management, good planning, and good resource sharing. If you believe in the concept of free trade, as I do, this is it on an information level. At my small college we have all of our collection in the data base and we encourage libraries of all sizes (particularly public libraries) to borrow books from us. And they do, believe me. And those who borrow from us are ones which then do not have to borrow (at least as much) from the large universities. When we need items we cannot find among institutions of our own size, we go to the universities with a clear conscience for we know that we already have helped reduce the number of requests they ordinarily would have received from others in the state.

But in order for this type of networking cooperation to work, several things must be in place.

One is for each library to be able to bare-its-catalogue. It must have all of its holdings in machine readable format and entered on the national data baso so they may be accessed via the North Carolina Information

Network. The State Library has been super energetic in getting permission to access and/or mount data bases of those libraries which already have their catalogues in machine readable format. It has also begun a pilot project in Graham County which is -- for pennies per title -- offering trained data entry personnel who convert public library shelf lists. This excellent start must become epidemic. And all the holdings of all of our libraries -- academic, public, special, and school -- must be so converted and then entered in the data base. Maybe then the State should consider a form of reimbursement for intrastate net-lenders. However, with all of our catalogues all bared and the protocol rigorously followed for borrowing from the smallest and nearest library, this information "free trade" will work. The institutional and governmental investment in these collections is too great for anything less to be done. We must share. *And this concern must be addressed.*

I must interject what some would consider a public library concern, but it is not theirs alone. Ah, synergy again! For the good of all libraries in our state, it is imperative that the LSCA -- the Library Services and Construction Act -- be re-authorized and fully funded by the U. S. Congress. And our State Legislature must see that the required matching funds be made available so this LSCA appropriation is not cancelled for North Carolina. It is crucial that our State Library, thankfully once again a leader among state libraries in this country, be supported. It supports us all .... from FAX machines in our libraries to footnotes for our researchers. The plain fact of the matter is that the State Library would become little more than a large bookmobile without wheels if it were not for LSCA funding. And there would be no supplemental funding for public library collection development, automation, consultant services, etc. LSCA is a must. *This concern must also be addressed.*

The organization of library directors of the university system argues cogently for strong support for the development of the infrastructure for the National Research Network (NREN) which is now emerging. This will allow computer access via networks to computerized library catalogues everywhere, thus carrying the "free trade" idea even further. Internet is now the skeleton for the developing system being guided by the Coalition for Networked Information. We must support this emerging interconnectivity among institutions. *This is yet another concern which must be addressed.*

"The costs are out-of-sight." That expression of concern, even horror, is heard often in libraries (and particularly in the offices of the funding powers-that-be). Examples are not necessary, they litter the literature of librarianship constantly. We must hatch plans to make cooperation in collection development palatable and profitable and not just platitudes. As the networks evolve, so will more obvious geographical and institutional areas of cooperation evolve. (An erstwhile consultant, who will remain nameless, called them ZOCs, zones of cooperation. I offer no acronym out of a strong desire for self preservation.) But cooperative programs such as these mentioned do not save money, they merely allow for greater depth and variety of resources to be developed and available. It is a resource quality enhancement project, it is not a way to reduce an already underfunded materials budget.

Still, there are cost factors for libraries beyond the understanding of even some of the brightest minds in the field. Librarians, including some of the leaders in our own state, have begun a task of unraveling the method publishers use for pricing their products. Some of the increases are obviously legitimate; some are down right criminal. There must be a thorough inquiry into materials pricing on a national and international level. Libraries simply must not be held hostage. The problem is serious....and growing. *This concern must be addressed.*

Within the walls of libraries across this nation -- and across this state -- is a problem of immense concern. Information is slipping away ... in fact, it is crumbling away. As you know, the process of making paper was changed in the mid-1800s to a pulpwood-base. The paper manufactured since that time is short-lived. And books and magazines and newspapers are literally crumbling before our eyes. It is a national, it is a North Carolina emergency. There are efforts within the State Library and within the area universities to develop a program to preserve the materials before this happens. There are efforts to enlist publishers and even the national and state governments to use paper with a longer life span. The need to develop preservation techniques which are rapid, inexpensive, and effective is here. At the same time, never have librarians been placed more in the professional role than now as they work to identify just what should be saved. It is an awesome responsibility and requires professionalism of the highest order. *Preservation is a problem which must be addressed.*

Access to information is a concern. The day of sole ownership of all needed information is no more. It is simply impossible. And the phrase making the rounds these days is the importance to "have access to information, not to have ownership of the information." The ubiquitous "they" who say this are probably right. But if "they " say this and "we" accept this, there are then certain problems which arise. If access means a great investment in equipment and payment of access charges, could it be that only the "haves" will get the needed information? Does this mean that we will develop an educational elite based on bank accounts rather than brain power? This must not be allowed to happen either on the state or national level. Does this mean support for institutions from Uncle Sam to acquire this access? Does it mean that institutions will be forced pragmatically or even by accrediting agencies to work together to acquire access? I do not know the answer. But one must be found. *The problem must be addressed.*

Access rears its ugly head again in another arena. How "privatized" should publications of the United States Government be? While it appears to be good business sense to get Uncle Sam out of the printing business, with that decision goes the realization that a for-profit company understandably expects to be paid for supplying the information to a customer -- a library. Some of what before was free to all citizens now is only available -- because of financial requirements -- to some of them. Does the government have a responsibility to supply the research and data files it has developed FREE ... or should we all have to pay for it. Concomitantly, is it appropriate for libraries to pay "full freight" to borrow materials from one another at ever increasing costs via the U. S. Postal Service ... or is this, too, restricting the free flow of information to the less fortunate. Does the government have a responsibility to subsidize this service? *It, too, is a concern we must address.*

We have talked about resources of materials. We must talk about resources of people -- library and information staff. The Patriot missiles, those defense wonders of the Persian Gulf war, did not work well in Israel until the trained U. S. soldiers arrived to man them.

Our libraries -- those wonders in the battle for information -- slam-out won't work without the expertise and dedication of a topflight staff. They bring the world of information alive, they are teachers extraordinaire, they are enablers beyond measure. And we must recruit the very brightest into a profession that provides them with the tools to practice effectively.

We must provide them with the means of continuing to develop themselves professionally just as they assist others in doing the same. And we must acknowledge their place in our society with the honor due them and with proper financial support. If the marketplace for the information specialist becomes mainly the hunting ground for the for-profit enterprise, once again only the "haves" will have the information. *This, too, is a concern which must be addressed ... and quickly.*

In closing I quote from two energetic and nationally recognized leaders who practice their profession in North Carolina:

*Dr.Marilyn L. Miller, Chair and Professor in the Department of Library and Information Studies at UNC-Greensboro and currently a candidate for the Presidency of the 50,000 member American Library Association, says "libraries are society's response to ignorance." If that is so, and I agree that she is correct, then it is society's sacred obligation to see that libraries flourish so that ignorance will be banished.

and

*Dr. Jerry D. Campbell, Vice Provost for Library Affairs and University Librarian at Duke University, charged the regional Governor's conference to which he spoke with what you today should all consider you own charge in making your recommendations:

Focus your vision just beyond the ordinary,
and help your nation do the same."

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N. C. COMMUNITY COLLEGE LEARNING RESOURCE CENTERS

The North Carolina System of Community Colleges has been charged with providing literacy training, vocational and technical education, and general education to the adult population, in addition to providing training support for businesses and industries. To improve the literacy rate and the economic status of the state, North Carolina needs funding from the state and federal governments to support education of its citizens. North Carolina has one of the highest rates of illiteracy in the nation. Gigantic efforts by the community college system are being made in this area through cooperative arrangements with the public schools and with businesses and industries.

Access to current information and use of state-of-the-art technology are key elements in the education and training of the citizens of North Carolina by the community college system and in the economic growth and development of the State. Our technical and vocational students need the newest, most up-to-date information and technology available to stay current in their field of study. With our goals and objectives established, we, the learning resources personnel of the community college system, do hereby recommend the following to the Governor and General Assembly of North Carolina and to the President and Congress of the United States.

I. The reauthorization and expansion of funding for libraries, library materials and resources, and library related programs from state funding and federal legislation such as HEA, LSCA, and NEH.

a. Community College libraries have been suffering from both shrinking budgets and increased costs. In addition, grant monies from state and federal programs have been diminishing during the past decade. This funding should be restored, increased, and made available for not only books, but also other educational resources such as audiovisual materials, computer aided instruction (CAI), and materials in compact disk format (CD-ROM).

b. Learning resources must be readily available to all citizens regardless of their area of residence, through locally owned library collections, sharing of resources owned by other libraries, and searching and retrieving information from government controlled agencies as well as commercially produced and distributed databases.

c. Access to information should be enhanced through the use of state-of-the-art technology.

1. Funding must be allocated for the conversion of library holdings into a machine-readable format so they can become part of an automated union database and accessible for resource sharing.

2. Funding must be allocated for the purchase of hardware and software for locally automated systems, networking of these systems for sharing of resources and facsimile transmission of information, as well as participation in information retrieval databases such as MEDLINE and DIALOG.

3. Funding should be continued and increased both to support the State Library's efforts to coordinate and sponsor the N. C. Information Network, and to support costs to individual members incurred through start-up costs and on-going usage fees.

4. Funding must be allocated to continue the tele- communications system currently in operation within the community college system.

II. Access to information should also be enhanced through adequate staffing with state-of-the-art education and training.

a. Staffing must be available to provide these information services. The rate of knowledge is growing rapidly and the need for this knowledge increases daily as people prepare to join the work force and compete in business and industry. Having access to information is of no value unless there is adequate staffing who can retrieve the desired information in a useable format. Services are constantly expanding while staffing remains the same or has been reduced. (At my college, the number of staff is the same as it was 18 years ago when enrollment was only 100 students. Today, we have over 800 curriculum students and triple the library space plus expanded services in video production, telecommunications, and library automation.)

b. Information specialists must have funding available to update their education and training in the uses of information sources and uses of technology to retrieve and deliver information. Funding must be available to update existing skills and to learn new skills required by new technological developments.

III. Delivery of information should be enhanced through continued support of reduced/subsidized postal rates for libraries and through containment of telecommunication costs or reduced/subsidized rates for libraries.

IV. Access to information by citizens of North Carolina and the United States should not be restricted by state or federal regulations.

V. Funding must be allocated to subsidize access to information for users regardless of their economic background. Individuals living below the poverty level cannot afford to pay the costs associated with some information retrieval services. A large percentage of community college students fall into this category. These users must not be denied access to information needed to educate and train them so they can attain a higher income level. Small businesses must not be denied access to information that will help them grow, develop, and be more competitive with larger businesses and industries.

SUMMARY: It sounds like funding is the main need of the community college learning resource centers, but it is a need for all types of libraries. We, in the community college system, are working with adults with special needs in the areas of literacy, technical and vocational education, general education and college transfer programs as well as continuing education programs. We need the funding to provide them with the services and resources they deserve as citizens of North Carolina.

Response for Public Libraries

by Nancy F. Bates, Chair
Public Library Section, NCLA
Region 6 Governor's Conference

Distinguished guests, honorable legislators, commissioners, library friends, trustees, and colleagues. It is indeed an honor for me to represent N. C. Public Libraries at this conference and a special privilege to address this distinguished group. The fact that you are here this morning indicates your interest and concern for libraries. We appreciate your taking time to be with us today.

We're especially delighted to have so many officials with us at this very busy time before an election. We wish you good luck. I'm reminded of the story of the candidate who at a campaign stop asked a man how he planned to vote. The man said, well, I wouldn't vote for you if you were the only man on the ballot. The candidate turned to his aide and said put that man down as doubtful. My advice is to keep a positive attitude like that! And again, we wish you the best of luck.

In the next 10 minutes, my remarks will focus on the importance of public libraries to the economic and educational growth of our state and our nation. For without strong public libraries in every community, we cannot hope to expand literacy, strengthen democracy, or increase productivity.

What is the value of public libraries to this state, this nation, the economy and our people? For over 170 years since the beginning of free public schooling, libraries have stood shoulder to shoulder with schools in their efforts to educate our children providing essential support services such as supplementing the materials and instruction of school libraries. Go to any public library in this state after 3 o'clock in the afternoon until it closes usually at 9 o'clock in the evening. There you will find students reading, doing homework, and research with the help of one of the 500 professional librarians available to assist them.

In your packet you will find a brochure entitled For Information and Education Public Libraries Hit the Mark. The first and second items note that North Carolina Public Libraries provide 7,000 hours of service per week from 347 locations. They are open for longer hours and on more days of the week than any other educational enterprise. Public libraries are where our students do their homework.

In Paragraph 3, you will see that our 45,000 pre-school public library programs attracted almost 1.5 million children last year. We believe these programs play a significant role in expanding literacy. Studies tell us a child who grows up reading and being read to stays in school, goes on to higher education and becomes a more productive citizen.

In public libraries we know how essential our services are to children. Beginnings are always important and experiences we offer preschoolers provide a foundation for their lives. Educators agree that a child's whole attitude toward learning and his/her potential successes or failures in school and later life are set before he/she reaches the age of 6. By the time children go to kindergarten, their attitudes and 50% of their I. Q. have evolved. That's why we must start at the earliest opportunity to develop character, attitude and I. Q. in youngsters and we cannot do this without good libraries.

Our public libraries strive to effect these changes through children's programs which educate, entertain, and, most important, instill a love for books and reading. What better way to expand literacy and we believe we are succeeding! Last year over 40% of books circulated were borrowed by children. This is a very significant figure for reading is the cornerstone of learning any skill. If a child has a problem reading, he will definitely have a learning problem which will affect him for the rest of his life! Author John Updike said it best, "The business of the world is conducted on little slips of paper and those who cannot read the symbols on the paper are excluded from the world's business and are potential victims of those who can".

While education of children is a major concern of public libraries, we also realize the quality and extent of our service can have a tremendous impact on our ability to increase productivity in our communities. Public libraries offer the opportunities for citizens to grow and learn after the years of formal education have ended and we know education doesn't cease after a certain number of years - it is a life long process.

Dr. Miller spoke earlier of information literacy stating that in a world inundated with information "one must know how to find, evaluate, and use information effectively to solve a particular problem or make a decision". In discussions concerning information literacy I like to use an illustration I came across several years ago in a newspaper article quoting a young man who said, "My education has taught me two things - how to think and where to go to find answers to my questions". That is a precise definition of information literacy and in a nutshell is the reason for the existence of the public library - to provide our citizens with the means to continue to develop their ability to think and give them a place to find answers to their questions.

Public libraries are helping to increase the productivity of their communities' residents in other ways and we can better understand the value of this role if we consider the following four facts:

1. The average working American looks for a new job every two to three years.
2. The average working American changes careers three to five times in his lifetime.
3. Each year at least 20 million working Americans are unemployed for an average period of 70 days.

4. For every 1% increase in national unemployment, the federal government loses over $16 billion - over $14 billion from reduced tax revenues and over $2 billion paid out in unemployment compensation.

By helping the country's working population with career information, job applications, materials on jobs, job advancement and business services, we can increase productivity and contribute further to economic growth.

We've established the public library's role in education, expanding literacy and increasing productivity. Let's turn to our responsibility to strengthen democracy. Public libraries are essential to the life of a democracy. Our freedoms and our system of government depend on citizens free access to information found on the shelves of public libraries, information vital to our well being and even our existence - in an increasingly complicated world. We are certainly not the only country to recognize the importance of libraries. When Hitler's Army came into power in 1933 one of its first acts was to take control of all the public libraries. Over 25,000 books were burned in bonfires to prevent Germans from ever reading them again. Was this just the whim of a demented dictator? Hardly. Hitler and his propaganda chiefs recognized public libraries for what they are in any part of the world - a key to the minds of citizens. Control of libraries means control of popular thoughts and ideas.

Today the stakes are even higher. Alvin Toffler, the author of FUTURE SHOCK, has predicted for years the changes which we are now experiencing. He believes that many of the world's power structures are in a state of transition - powerful institutions are crumbling. Political philosophies such as communism and even long standing organizations such as national trade unions are coming apart. So we ask what will replace these power structures. Alvin Toffler says it's knowledge. Knowledge is power and knowledge has become central to economic development. Everything is now dependent on knowledge - even violence. The jets, tanks and helicopters now being deployed in the Middle East are operated by sophisticated computers. Without knowledgeable, trained personnel these multi-billion dollar instruments are worthless. Information IS knowledge and knowledge IS power.

This is the setting in which libraries are functioning - serving as information resources and making knowledge accessible to all in the 21st century. But it is not enough to have information available it must be used. To quote author Gerald Johnson who, by the way, was a native of Thomasville in Davidson County, "If America is to continue to lead the world the people of America must continue to expand their mental horizons; and their best means of doing so is by constant, intelligent use of the public library".

We have examined the value and contributions of public libraries. Now we must ask the most difficult question. What steps must be taken to move us forward as power brokers of knowledge? Foremost for public libraries is the need for a stable, reliable financial base which will ensure a minimum acceptable standard of library service for every American. This means a more equitable federal, state, and local partnership. In 1974, the National Commission of Libraries and Information Science recommended such a matching formula - a concept which has worked well in other contexts of government aid but which has yet to come to fruition for libraries. There is no valid reason why it cannot become a reality - in fact it is a must. I believe this has to be one of the resolutions made at the Governor's Conference in Raleigh in February 1991 and again at the White House Conference in Washington in July 1991. We must institute a plan to spread the base of public financial support and eliminate the uncertainty in public library funding. To paraphrase Charles Dickens, the next decade can be the best of times, it can be the worst of times, it can be the age of wisdom, it can be the age of foolishness, it can be a season of light, it can be a season of darkness. We can have everything before us or we can have nothing before us. It is up to us. We must be willing to fight for our profession and the people it serves.

You have honored us with your presence, we've enjoyed this opportunity. Thank you for your kind attention and good morning.

CONCERNS OF SCHOOL LIBRARIANS

Presentation to the Governor's Conference on Libraries and Information Services

Raleigh, North Carolina
February 6, 1991

Laura M. Benson
Director of Library Media Services
High Point Public Schools

Chairperson,
North Carolina Association of School Librarians

PERSONNEL

There is a growing shortage of certified school librarians to fill slots created by the Basic Education Program, retirements and resignations. By 1992 at least 700 new school librarians will be needed in North Carolina to fill existing vacancies. In some counties, noncertified staff have been hired for school library positions.

The lack of salaried support staff of media assistants and technicians allows less time for the librarians to provide instructional services to students and teachers.

The goal of providing one full-time librarian in each school has not yet been fully realized in North Carolina.

FUNDING

School library budgets have failed to keep up with the soaring costs of materials, making it increasingly difficult to provide up-to-date resources in a variety of formats. School librarians are unable to buy one book per pupil to add to the collection when the average price of a secondary book is $28.23. There are 521,826 secondary students in North Carolina. In order to get each one a new book this year, we would need $14,700,000! Non-print resources such as videocassettes and computer software are even more expensive. Nationwide, the average per pupil expenditure for library materials is $5.55 per year.

Federal dollars allocated categorically for school library resources have been minimal for the past several years. The future of the Chapter 2 block grants used by some systems to purchase technology and provide programs for special students is uncertain.

The costs of the sophisticated technologies necessary to access and utilize information - computers, CD-ROM workstations, laser disc players, etc. - create inequities among school systems. Most school libraries do not have the most basic of twentieth-century technology, the telephone.

EQUITY OF ACCESS TO INFORMATION

There is a widening gap between wealthy school districts and poorer districts in terms of resources, the technologies owned, and their instructional uses. Limiting the use of electronic information to certain groups of students, charging user fees for on-line databases, providing insufficient quantities or kinds of equipment and current resources, limited staff, and scheduling difficulties all help to create the "haves" and the "have-nots" of the information age.

INTELLECTUAL FREEDOM

Although school libraries serve as access points to information and ideas, some community members attempt to place limitations on resources and ideas. In a pluralistic society, it is important that school library collections represent diverse points of view and that all resources are available to each student. The concepts of the Library Bill of Rights must be defended by the school staff, especially as more local control is exerted over textbook selection and funding of resources.

SERVICES TO SPECIAL POPULATIONS

School librarians are faced with helping students with special needs that may formerly have not been library users: at-risk students, dropouts, English as a second language students, special education students, etc. Specialized resources, expanded programs, and additional staff to plan learning opportunities for hard-to-reach children are needed in most areas.

We in North Carolina are indeed fortunate to have the leadership of nationally prominent school library advocates such as Elsie Brumback and her staff at the Department of Public Education, and the support and cooperation of our mentors at the five schools of library education across the state.

We have much to feel proud of, but that very pride makes us that much more determined to do better. School library media specialists thank you for representing us at the White House Conference. We will be eagerly awaiting the results of your work.

It is exciting to work in a public school media center today! There are computers where students are writing stories, poems, and term papers using sophisticated word processing programs. There are computers dedicated to electronic encyclopedias where students find the topic they want in a matter of seconds and in a matter of minutes have a print out of the article to take home. There are computers with modems which link students in North Carolina to students in Australia. There are on-line databases where biology students can get the latest information on cancer research.

All of these uses of technology in our school media centers are helping students become skilled workers for the twenty-first century.

But, if you take the time to look beyond this happy scenario, you will see out-of-date books on the Middle East, as many as fifty students waiting in line to use each of those powerful computers, and students watching events of the Gulf War on black and white televisions.

School librarians join their colleagues in the public libraries of North Carolina in looking with optimism and enthusiasm to you the caring, interested delegates of the Second White House Conference on Library and Information Services as a voice in support of our needs for educating the children of North Carolina to the best of their abilities. We are concerned that our own State Employees Credit Union must contract with a company from Scandinavia to get technicians to service their automated teller machines because our workers do not have the necessary skills. We are concerned that our SAT scores are near the bottom of the nation. We are concerned that industries with well-paying jobs available are choosing to settle in other states. We think North Carolina can do a better job, and we think that libraries can make a difference.

Under the capable leadership of the North Carolina Association of School Librarians representative on the committee for this conference, Sandra Smith of Union County, school librarians have identified five major interrelated issues that affect student learning and the quality of school library programs in our state: personnel, funding, equity of access to information, intellectual freedom, and services to special populations.

Governor's Conference on Library and Information Services
February 6, 1991

An Overview of the Regional Conferences
Florence F. Gatten

Thank you Howard!

This is an exciting day!

It is another step in a journey that began, for me,
last May when the statewide committee on the Governor's Conferences
on Library and Information Services met here in Raleigh.

At that meeting we vigorously discussed issues of concern
and mapped out the course for the 9 regional meetings to be
held August 3 - December 14.

Each member of the committee was encouraged to attend as many
regional meetings as possible.

Frankly, I left that meeting overwhelmed by the challenges facing libraries.
As a member of the Citizens Category, I felt there was so much
to learn...
I resolved to try to arrange my schedule so I could attend as
many of the Regional Conferences as possible.

2635 miles later, I stand before you to make this brief report on all 9 of the conferences.

Why go to conference after conference?

Weren't all the conferences just more of the same?

To that I would respond an emphatic NO.

Yes, they were all structured the same . . . the same format and so on-
but I came to discover that each region has its own
particular set of needs, concerns and challenges.

Close to 1500 people attended the 9 conferences --
all kinds of people -- old and young and all ages in between
men and women, able and handicapped
visionaries and realists,
wishers and hopers, activists & supporters,
dreamers and professionals
all united by a common interest in
and support for libraries.

Four of the conferences were held in libraries--
the beautiful new Public Library of Charlotte and Mecklenburg Co.,
the well-designed Forsyth County Public Library,
the spacious Caldwell County Library (which occupies the former
Southern Bell building--the result of innovative cooperation
between private enterprise and the library)
and the Leath Memorial Library in Rockingham -- a beautifully
converted Winn/Dixie store--the only tip off was the
marvelous availability of parking!

We met on 3 college or university campuses:
in the Health Science Building at North Carolina Central University,
on the campus of Brunswick Community College -- where our
numbers swamped them and an overflow room was needed,
and on the campus of Elizabeth City State University.

We met at South Lenoir Senior High School in Deep River and at the
Macon County Community Facility Building in Franklin.

Everywhere we were greeted by the warm North Carolina hospitality of each region. Continental breakfasts were followed by marvelous midday meals -- from box lunches to buffet lines -- even specially prepared vegetarian meals.

We had everything from chocolate desserts to carrot cake to coconut cake to cobbler.

And, by and large, we had glorious fall weather with only a cold rain (and NOT snow or ice) catching up with us in December.

Traveling back and forth across North Carolina gave me great pride in this beautiful state. As the fall progressed

I watched the leaves change,

the political campaign signs appear and disappear, and

the yellow ribbons multiply.

I not only found the town of Pink Hill, I met the Mayor! It was all great fun! In the process I acquired a whole new vocabulary --

digitized information, intelligent workstations, optical disks, CD ROM technology, online database searches, bibliographic utilities.

The most exciting part of each conference was the Open Forum held just before lunch. Here we heard the particular concerns of each region-

issues that were vigorously (sometimes hotly) debated.

In Charlotte we even had one gentleman invite another outside to "duke it out."

Some issues recurred at all conferences --

Needs of homeschoolers were presented and there was discussion of Wake Forest University's decision to charge the general public for library cards ~~for the general public~~

At Lenoir a newly blinded young person addressed the issue of the timely availability of Braille books (she was two months into the school year and still had not gotten textbooks for some courses) ~~and~~ as well as the need for greater selection. Bookmobiles and their use in providing rural healthcare were topics also discussed.

The Supply conference addressed the needs of the military based population, the need to repeal the inventory tax on books and the role of Trustees as library support advocates.

There was great controversy over whether libraries should be reimbursed for the cost of voter registration. That discussion got hot!

Our most outspoken conference was the one in Franklin. Librarians were NOT in the majority at this conference! We were told --

Send a message to Raleigh -- "Libraries are important to us!"

It is hard to describe to you the sense of isolation this group feels.

They discussed two major needs:

having an ALA accredited library program for Western North Carolina made available and

the need for minimum standards for libraries.

Folks at the Elizabeth City Conference felt like they needed all types of technology. They discussed the need for enhanced networking about libraries with churches, parent groups and more.

At the Rockingham conference concerns about copyrights resurfaced as well as the need for new reader materials.

We heard some GREAT speakers beginning in Charlotte with Governor Martin, Secretary Dorsey, Commissioner Carla DuPuy and the much beloved Ella Scarborough who eloquently reminded us of the relationship between political savvy and funding!

Barbara Moran's "Quiet Revolution" was followed by Lawrence Aud who noted that "carefully selected dreams do come true."

John Jones echoed that theme of focused and achievable goals. John's son had been called to serve in Saudi Arabia--a quiet thud of reality interjected into the proceedings--especially meaningful for those regions with military bases.

Marilyn Miller raised the banner of intellectual freedom, the threat of censorship, and the danger of the privatization of federal libraries.

First Lady Dorothy Martin lighted up a cool dark day in Lenoir when she delivered the conference charge.

Barbara Baker (a homegrown Lenoir product) and former Cultural Secretary Sara Hodgkins in Rockingham also outlined ~~our~~ the challenges ahead.

Dr. Benjamin Speller spoke at two of the conferences outlining the vital link between literacy, productivity and economic development. "Information is the key factor in education, productivity and societial growth and development," Speller said.

Dr. Jerry Campbell of Duke University electrified the Franklin conference. If you haven't had the chance to read his speech in your notebook, I recommend it to you for its insights on funding, the information explosion and the state of public education. Campbell said:

"Our goal for this nation should be nothing less than the democratization of knowledge, that is, the ability to make recorded knowledge available to all at an affordable price."

There was a common thread that ran through all the conferences back to the May meeting--the need to market creatively the resources of our libraries
and the services available
not only to the general public,
but also to elected officials and policy makers.
Amanda Bible, Director of the Columbus County Public Library said it most directly -- "Without good public relations, libraries will continue to exist,
with a good marketing program, libraries will prosper."

So there you have it -- messages from all corners of the state --
from small towns and big cities.
There is much to be done. Let us begin.

GOVERNOR'S CONFERENCE ON LIBRARY AND INFORMATION SERVICES
STATE LIBRARY, RALEIGH, NC
EDNESDAY, FEBRUARY 6, 1991 (9:30 A.M.)
(HOWARD MCGINN WILL INTRODUCE SECRETARY DORSEY WHO WILL PRESENT THE WELCOME AND CHARGE TO DELEGATES AT THIS STATE CONFERENCE.)

THANK YOU, HOWARD.

FELLOW CONFERENCE PARTICIPANTS.

IT IS A PLEASURE FOR ME TO WELCOME YOU TO THIS WORK-CONFERENCE. OUR EFFORTS TODAY ARE THE CULMINATION OF THE ACTIVITIES OF OUR NINE REGIONAL GOVERNOR'S CONFERENCES ON LIBRARY AND INFORMATION SERVICES. I AM EXTREMELY PLEASED WITH THE CONTRIBUTIONS YOU HAVE MADE TO THE STATE ON BEHALF OF ALL OF NORTH CAROLINA'S CITIZENS IN PLANNING FOR LIBRARIES.

AS CHAIRMAN OF THE COMMITTEE ON GOVERNOR'S CONFERENCES, I WANT TO PUBLICLY THANK THOSE PEOPLE WHO HAVE DELIVERED THE CHALLENGE AT PRECEDING CONFERENCES - FIRST LADY DOROTHY MARTIN, NORTH CAROLINA REPRESENTATIVES WALTER JONES, JR., THERESA ESPOSITO, AND MARTY KIMSEY; NORTH CAROLINA LIBRARY TRUSTEE ASSOCIATION CHAIRMAN TERRI UNION; AND MANY OTHERS.

WE APPRECIATE THE WORK OF THE CONFERENCE COMMITTEE MEMBERS WHO ASSISTED IN PLANNING THE REGIONAL CONFERENCES AS WELL AS THOSE OF YOU WHO HAVE PARTICIPATED IN THEM. SPECIAL THANKS ARE EXTENDED TO FLORENCE GATTEN WHO ATTENDED AND ASSISTED ALL NINE CONFERENCES AND TO BILL ROBERTS WHO ATTENDED FIVE.

TODAY WE HAVE THREE MAJOR TASKS -- THREE GOALS TO ACCOMPLISH. FIRST, WE WILL CONTINUE OUR DISCUSSION ABOUT LIBRARIES AND THEIR SERVICES. SECOND, WE WILL FINALIZE OUR RESOLUTIONS, WHICH WILL BE SENT TO THE WHITE HOUSE CONFERENCE AND TO STATE AND LOCAL GOVERNMENTS. THIRD, WE WILL ELECT OUR 16 DELEGATES AND [illegible] ALTERNATES TO REPRESENT US AT THE WHITE HOUSE CONFERENCE ON LIBRARIES AND INFORMATION SERVICES. THE CONFERENCE WILL BE HELD JULY 9-13, IN WASHINGTON DC.

LET US REVIEW SOME OF THE ISSUES RAISED IN THE REGIONAL CONFERENCES. THESE ISSUES INCLUDE:

1) THE NEED FOR A STATEWIDE LIBRARY CARD,
2) A PUBLIC RELATIONS CAMPAIGN TO HELP OUR CITIZENS BETTER UNDERSTAND LIBRARY SERVICES AVAILABLE,
3) LEGISLATION FOR LOW INTEREST FUNDING FOR LIBRARY FACILITIES,
4) THE NEED FOR AN EXPANDED STATEWIDE DATABASE OF LIBRARY HOLDINGS FOR ALL TYPES OF LIBRARIES,
5) SUPPORT FOR THE STATE LIBRARY AND ITS LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED,
6) SUPPORT FOR THE PRESERVATION OF LIBRARY MATERIALS,
7) SUPPORT FOR FEDERAL LEGISLATION FOR LIBRARIES, AND
8) THE NEED FOR MORE MATERIALS IN NATIVE LANGUAGES OF FOREIGN BORN CITIZENS.

OUR SPECIAL MISSION TODAY IS FIND OUT WHAT YOU THINK NEEDS TO BE DONE TO ENHANCE AND IMPROVE LIBRARIES SO THEY WILL MEET TOMORROW'S CHALLENGES.

OUR FINAL TASK IS THE ELECTION OF SIXTEEN DELEGATES TO REPRESENT YOU AT THIS YEAR'S WHITE HOUSE CONFERENCE IN WASHINGTON, DC. FOUR DELEGATES AND ONE ALTERNATE WILL BE ELECTED FROM EACH OF THE CATEGORIES MANDATED IN THE LAW. THAT IS:

ONE-FOURTH OF THE DELEGATES SHALL BE SELECTED FROM AMONG THE LIBRARY AND INFORMATION PROFESSION;

ONE-FOURTH OF THE DELEGATES SHALL BE SELECTED FROM AMONG INDIVIDUALS WHO ARE CURRENTLY ACTIVE LIBRARY AND INFORMATION SUPPORTERS, INCLUDING TRUSTEES AND RIENDS GROUPS;

ONE-FOURTH OF THE DELEGATES SHALL BE SELECTED FROM AMONG INDIVIDUALS WHO ARE FEDERAL, STATE OR LOCAL GOVERNMENT OFFICIALS; AND;

ONE-FOURTH OF THE DELEGATES SHALL BE SELECTED FROM THE GENERAL PUBLIC.

BOTH PRESIDENT GEORGE BUSH AND GOVERNOR JAMES MARTIN ARE STRONGLY COMMITTED

TO OUR EFFORTS. THROUGH THEIR ENCOURAGEMENT AND SUPPORT, THE REGIONAL CONFERENCES HAVE PROVIDED AN EXCELLENT OPPORTUNITY FOR OUR CITIZENS TO EXPRESS AND DISCUSS IDEAS AND OPINIONS ON THE NEEDS AND FUTURE OF NORTH CAROLINA'S LIBRARIES. TODAY YOU TAKE THOSE IDEAS AND MOLD THEM INTO FINAL RESOLUTIONS.

SINCE OUR LAST GOVERNOR'S CONFERENCE IN 1978, NORTH CAROLINA HAS IMPLEMENTED WITH BIPARTISAN SUPPORT A NUMBER OF THE RESOLUTIONS ADOPTED AT THAT WATERSHED MEETING.

LET ME LIST JUST A FEW OF THESE ACCOMPLISHMENTS:

1.) IN 1985 NORTH CAROLINA INCREASED STATE AID TO PUBLIC LIBRARIES FROM 3.5 TO OVER 11 MILLION DOLLARS, RESULTING IN EXPANDED SERVICES, FACILITIES, AND MORE LIBRARY BOOKS AND FILMS.

2.) IN 1987 WE WERE ABLE TO IMPLEMENT THE STATE DOCUMENTS DEPOSITORY SYSTEM, WHICH MAKES STATE DOCUMENTS AVAILABLE IN 20 REGIONAL LIBRARIES THROUGHOUT NORTH CAROLINA -- NOT JUST IN RALEIGH.

3.) A STATEWIDE LIBRARY FRIENDS GROUP HAS BEEN FORMED TO INVOLVE CITIZENS IN LIBRARY SUPPORT EFFORTS. IN 1989 A STATEWIDE FRIENDS OF THE LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED WAS ESTABLISHED. PERRY WHITE OF SANFORD WAS INSTRUMENTAL IN THE ESTABLISHMENT OF BOTH GROUPS.

4.) IN 1985 A NORTH CAROLINA CONTINUING EDUCATION CENTER AT NORTH CAROLINA CENTRAL UNIVERSITY WAS ESTABLISHED. THIS PROGRAM OFFERS CONTINUING EDUCATION LIBRARY STAFF MEMBERS, TRUSTEES AND FRIENDS.

5.) THE STATE HAS INCREASED FUNDING FOR THE NORTH CAROLINA LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED. IN 1989 A MARKETING DIRECTOR WAS EMPLOYED TO REACH OUT TO THE MANY CITIZENS NEEDING THESE SERVICES.

6.) SCHOOL LIBRARIES HAVE RECEIVED SIGNIFICANT FUNDING THROUGH THE BASIC EDUCATION PLAN. WHEN FUNDED, THIS PROGRAM WILL PLACE AT LEAST ONE FULL TRAINED MEDIA SPECIALIST IN EACH SCHOOL LIBRARY.

7.) IN THE FALL OF 1986 THE FIRST ELECTRONIC INTERLIBRARY LOAN TRANSACTION WAS MADE OVER THE NORTH CAROLINA INFORMATION NETWORK. THE NETWORK TIES ALL TYPES OF LIBRARIES TOGETHER THROUGH SHARED ACCESS TO LOCAL, REGIONAL AND NATIONAL DATABASES. THIS COOPERATIVE VOLUNTARY SHARING OF EXISTING RESOURCES PROVIDES ACCESS TO MORE THAN 12 MILLION MATERIALS HOUSED IN ACADEMIC, SPECIAL, COMMUNITY COLLEGE, PUBLIC LIBRARIES AND SCHOOL LIBRARIES. THE NETWORK HAS BECOME A MODEL FOR OTHER STATES.

AND FINALLY, SUPPORT HAS BEEN GIVEN TO NATIONAL FUNDING FOR LIBRARIES THROUGH THE LIBRARY SERVICES AND CONSTRUCTION ACT, THE ELEMENTARY AND SECONDARY EDUCATION ACT, AND THE HIGHER EDUCATION ACT. THEIR EFFECTIVENESS HAS BEEN PRAISED BY COMMUNITY LEADERS, LEGISLATORS, AND LIBRARIANS ALL ACROSS NORTH CAROLINA.

FEDERAL FUNDS ALLOTTED THROUGH THESE STATUTES BUILD LIBRARY BUILDINGS, PURCHASE NEW LIBRARY EQUIPMENT AND MATERIALS, PROVIDE FOR THE ELECTRONIC CONVERSION OF LIBRARY RECORDS, AND SPONSOR SPECIAL PROGRAMS. THESE PROGRAMS INCLUDE OUR STATEWIDE SUMMER READING PROGRAM WHICH ANNUALLY REACHES MORE THAN 150,000 CHILDREN IN 95 COUNTIES AS WELL AS THE QUIZ BOWL, INVOLVING YOUNG ADULTS, TEACHERS, AND LIBRARIANS IN OUR SCHOOL AND PUBLIC LIBRARIES IN 80 NORTH CAROLINA COUNTIES.

EMPLOYING YOUR IDEAS AND SUGGESTIONS, OUR DELEGATES WILL DRAFT A NATIONAL AGENDA FOR THE LIBRARIES OF TOMORROW. FROM THESE ELECTED REPRESENTATIVES AND THE COMMISSION APPOINTED BY GOVERNOR MARTIN, SIXTEEN NORTH CAROLINA DELEGATES AND FOUR ALTERNATES WILL BE SELECTED TO REPRESENT US AT THE WHITE HOUSE CONFERENCE IN JULY OF 1991.

TODAY WE FINISH AN IMPORTANT AND EXCITING PROCESS -- ELECTING DELEGATES TO CARRY OUR IDEAS AND CONCERNS TO THE NATION'S CAPITAL. THANK YOU FOR ACCEPTING THIS CHALLENGE. LET ME ENCOURAGE YOU TO USE THIS OPPORTUNITY TO SHARE YOUR IDEAS ON HOW TO PLAN FOR THE FUTURE LIBRARY AND INFORMATION NEEDS OF OUR NORTH CAROLINA CITIZENS.

THANK YOU.

SPEECH

NORTH CAROLINA GOVERNOR'S CONFERENCE
ON LIBRARIES & INFORMATION SERVICES
RALEIGH, NC
FEBRUARY 7, 1991

WHEN MY COLLEAGUE FROM NORTH CAROLINA CALLED TO ASK IF I WOULD BE INTERESTED IN COMING TO YOUR GREAT STATE TO ADDRESS THIS AUGUST ASSEMBLAGE, WILD AND CRAZY THOUGHTS RACED THROUGH MY MIND: HAS DEAN SMITH EVER CALLED RICK PITINO TO COME SPEAK TO UNC BOOSTERS.... HAS MIKE KRZYZEWSKI EVER CALLED DENNY CRUM TO SHARE HIS THOUGHTS WITH THE BLUE DEVILS... DO YOUR SCHOOL COLORS HAVE TO BE BLUE AND WHITE TO HAVE A DOMINATE BASKETBALL TEAM IN THIS PART OF THE COUNTRY?

ACTUALLY, IT ALSO OCCURED TO ME THAT THERE IS PROBABLY LESS CONTRAST BETWEEN DELIVERING LIBRARY SERVICES FROM THE RESEARCH TRIANGLE TO LIZARD LICK AND FROM THE GOLDEN TRIANGLE TO MONKEY'S EYEBROW THAN THERE IS BETWEEN THE GAME PLANS OF THE FOUR PERENNIAL BASKETBALL POWERS I MENTIONED. LIKE THESE TEAMS, WE WOULD ALL LOVE TO HAVE THE STRONG INSIDE GAME, BUT SOMETIMES WE ALL HAVE TO TAKE THE THREE POINTERS TO GET BY.

SPORTS METAPHORS ASIDE, HOWEVER, KENTUCKY AND NORTH CAROLINA DO SHARE MUCH IN COMMON, AND, LIKE ALL SPORTS TEAMS, DEBATING TEAMS, RESEARCH TEAMS, COMMITTEES, LEGISLATIVE BODIES... AND FAMILIES, WE ALL HAVE OUR OWN

STRENGTHS AND WEAKNESSES, POINTS OF LIGHT AND BLACK HOLES. ALL TO SAY THAT I'M DELIGHTED TO BE HERE AS A GUEST, NOT AN EXPERT, AND I BELIEVE THAT WHAT I'M GOING TO SAY WILL FIT YOUR STATE OKAY AND NOT SEEM TOO UPPITY COMING FROM AN ALMOST NEIGHBOR STATE WHICH ISN'T AS FAR ALONG IN AS MANY OF HER LIBRARY AND INFORMATION SERVICE CHORES AS ARE YOU. IF IT WON'T FLY IN LIZARD LICK OR MONKEY'S EYEBROW, AFTER ALL, IT PROBABLY WON'T MAKE IT IN RALEIGH OR FRANKFORT.

BEFORE RIPPING INTO MY ASSIGNED TOPIC, I WANT TO MAKE A MORE SERIOUS DISCLAIMER THAN THE FACT THAT I COME TO YOU FROM KENTUCKY. I ALSO MUST INSIST ON CERTAIN PRE-CONDITIONS FOR YOU TO ACCEPT IF I'M GOING TO BE FAIRLY HEARD TODAY:

FIRST, THE DISCLAIMER - I AM NOT GOING TO ADDRESS ALL THE TOPICS WHICH YOU WILL BE DEBATING IN THIS CONFERENCE.

SECOND, YOU MUST BELIEVE THAT JUST BECAUSE I AM NOT LIKELY TO USE ALL THE WORDS I SHOULD, OR THAT YOU WOULD LIKE TO HEAR, I AM UNAWARE OF OR UNCONCERNED ABOUT YOUR PARTICULAR, INDIVIDUAL INTEREST IN THIS CONFERENCE OR THE WHITE HOUSE CONFERENCE. LIBRARIES AND LIBRARIANS WILL BE MOST HAPPY ABOUT MY REMARKS (OR UNHAPPY IF THEY DON'T AGREE), BECAUSE LIBRARIES IS HOW I AM HEADLINED. I ASK ONLY THAT YOU KNOW THAT I AM ALSO THINKING ABOUT AND OFTEN TALKING ABOUT ARCHIVISTS, RECORDS MANAGERS, INFORMATION RESOURCES MANAGERS, TELECOM PEOPLE, ETC.

> FINALLY, AND MOST IMPORTANTLY, WE ARE ALL, EVERY LAST ONE OF US IN THIS ROOM AND PEOPLE LIKE US THROUGHOUT THIS COUNTRY, WE ARE ALL BROTHERS AND SISTERS OF THE SAME CLOTH. WE ALL HAVE OUR OWN SPECIAL ROLE TO PLAY OUT IF OUR PEOPLE ARE TO LEARN, PROSPER, FULFILL AND WE MUST... WE MUST SPEND THE MOST OF OUR TIME AND ENERGY FINDING OUR COMMON CORE, THE LOADSTONE WHICH DRIVES US. AND BUILD TOGETHER FROM THAT POINT.

NOW, "TOMORROW'S LIBRARIES".... SOUNDS A BIT LIKE "THE GUIDING LIGHT" DOESN'T IT? AS A MATTER OF FACT, THIS COULD BE A "SOAP" WITH A FUTURE - "TOMORROW'S LIBRARIES"... MARION , THE LIBRARIAN, OUTWITS HER BOSS, BOB, THE PROTOTYPE WASP MALE WHO BECAME DIRECTOR OF THE LIZARD LICK PUBLIC LIBRARY INSTEAD OF HER BECAUSE HE WEARS THE PANTS IN THE FAMILY.... THE GOVERNOR OF KENTUCKY APPOINTS HER STATE LIBRARIAN OF THAT STATE WHILE THE PREVIOUS STATE LIBRARIAN WAS IN NORTH CAROLINA GIVING A SPEECH AT THEIR GOVERNOR'S CONFERENCE ON LIBRARIES AND INFORMATION SERVICES. (WHY AM I LAUGHING AT THIS?) SINCE I AM GETTING DANGEROUSLY CLOSE TO UNINTENDED COMPETITION WITH JERRY CAMPBELL'S COUNTRY SONG SPEECHES, I'D BETTER MOVE ALONG.

ACTUALLY, THIS TOPIC OF "TOMORROW'S LIBRARIES" DOES PUT ME IN THE RATHER ENVIOUS POSITION OF SPEAKING AS A "FUTURIST" WHICH I'M NOT, BUT ALWAYS SORT OF WISHED I WERE. FUTURISTS, AS WE ALL KNOW, HAVE THE REAL AND WIDELY ACKNOWLEDGED ADVANTAGE OF PROCLAIMING THINGS THAT THEIR AUDIENCES CAN'T REALLY DISPROVE. LET ME ASSURE YOU, HOWEVER, THAT I AM NOT GOING TO VIOLATE THIS SCRUMPTIOUS AND SOMEWHAT ENVIABLE TOPIC WITH ANY CAVALIER PROCLAMATIONS ABOUT BIZARRE NEW TECHNOLOGIES WHICH WILL RENDER LIBRARIES UNNECESSARY IN

THE POST INFORMATION AGE... ONLY WE HAVE THE POWER TO DO THAT.

WHAT I WANT TO DO IS SET UP MY FAIRLY SIMPLE POINT (WHICH, FOR EFFECT, I AM DECORATING WITH MANY WORDS) AND TALK A LITTLE BIT ABOUT "INFORMATION". THIS IS A WORD WHICH USED SO FREQUENTLY AND SO WIDELY THESE DAYS THAT IT IS ALMOST MEANINGLESS: IT HAS AN "AGE", BE IT "AGE OF INFORMATION" OR "INFORMATION AGE"; WE HAVE FOUND IT NECESSARY TO ATTACH IT TO LIBRARIES, WHETHER FOR OUR GOVERNOR'S CONFERENCES OR THE WHITE HOUSE CONFERENCE; IT PROCLAIMS AN INDUSTRY AND WE ATTRIBUTE OVER HALF OUR JOBS AND GNP TO IT; AND, ONLY SIX ACCREDITED GRADUATE LIBRARY SCHOOLS IN THE U.S., CANADA AND PUERTO RICO DON'T USE "INFORMATION" IN THEIR NAME AND SYRACUSE AND DREXEL HAVE ABANDONED THE WORD LIBRARY ALTOGETHER.

FOR THOSE OF US WHO WORK IN THE MORE TRADITIONAL AND HISTORIC TRADES OF INFORMATION, AND FOR THOSE OTHERS OF YOU WHO HAVE A GOVERNING OR LAY INTEREST IN WHAT WE SHOULD BE DOING, THIS NEW COMING TO INFORMATION CAN BE VERY PUZZLING AND OFTEN FRUSTRATING. EVEN THE LANGUAGE IS CHANGING TO BEND OLD WORDS TO THE NEW AGE: AN ICON IS NO LONGER JUST A RELIGIOUS PAINTING OR A VENERATED INDIVIDUAL; THERE'S A MOUSE IN YOUR OFFICE TODAY THAT WON'T COME TO THE CHEESE; ARTIFICIAL INTELLIGENCE IS NOT AN OXYMORON; AND, DON'T LOOK FOR DEWEY OR L.C. IN YOUR INFORMATION SYSTEM LIBRARY.

MY SIMPLE POINT, BROTHER AND SISTERS OF THE SAME CLOTH, IS THAT "TOMORROW'S LIBRARIES" MUST REITERATE, RECALIBERATE AND REGENERATE THE PRINCIPLES AND VALUES OF YESTERDAY'S LIBRARIES. IN DOING SO, WE WE MUST PREPARE OURSELVES

AND JOIN IN COMMON CAUSE TO ASSURE THAT THE VERY TECHNOLOGIES WHICH ARE THE GENESIS OF THIS NEW COMING TO INFORMATION DON'T, IN FACT, OVERWHELM AND FURTHER ISOLATE OUR PEOPLE.

TO ENFORCE MY POINT, I'M GOING TO A SINGLE ARTICLE AND A SINGLE AUTHOR WHICH AND WHO HAVE HAD CONSIDERABLE IMPACT ON MY THINKING. THE ARTICLE IS "INFORMATION AS A RESOURCE" AND THE AUTHOR IS HARLAN CLEVELAND. YOU WILL FIND THE ARTICLE IN THE DECEMBER 1982 ISSUE OF THE FUTURIST, AND YES, I DO TAKE SOME PERVERSE PLEASURE IN QUOTING FROM AN EIGHT YEAR OLD ARTICLE IN A JOURNAL OF THAT NAME, BUT IT DOES FIT WITH MY ASSIGNMENT AND MY POINT. CLEVELAND IS A SCHOLAR, POLITICAL SCIENTIST AND NOTED PUBLIC EXECUTIVE WHICH MIGHT GIVE US SOME CLUES TO WHERE HE IS COMING FROM.

IN HIS 1982 ARTICLE AND IN VERY SIMILAR REMARKS HE MADE AT A CONFERENCE ON "A QUESTION OF BALANCE: EVOLVING RESPONSIBILITIES IN AN INFORMATION SOCIETY" THAT SAME YEAR, CLEVELAND HIMSELF REACHES BACK... NEARLY FIFTY YEARS. HE DRAWS UPON WHAT HAS BECOME MY FAVORITE QUOTE FROM T. S. ELLIOT, "WHERE IS THE WISDOM WE HAVE LOST IN KNOWLEDGE? WHERE IS THE KNOWLEDGE WE HAVE LOST IN INFORMATION?" IN USING THIS QUOTE, CLEVELAND WAS LAYING THE FOUNDATION TO ESTABLISH A HIERARCHY OF TERMS WE COULD GO TO IN EVALUATING THE IMPACT OF INFORMATION OR HOW WE MIGHT WANT TO THINK ABOUT IT (REMEMBER OUR INFORMATION NEWSPEAK).

BEGINNING IN REVERSE ORDER, CLEVELAND WAS DEFINING "INFORMATION AS THE SUM TOTAL OF ALL THE FACTS AND IDEAS THAT ARE AVAILABLE TO BE KNOWN BY SOMEBODY

AT A GIVEN MOMENT IN TIME". KNOWLEDGE, THEN WAS "THE RESULT OF SOMEBODY APPLYING THE REFINER'S FIRE TO THE MASS OF IDEAS, SELECTING AND ORGANIZING WHAT IS USEFUL TO SOMEBODY." AND WISDOM "IS INTEGRATED KNOWLEDGE - INFORMATION MADE SUPER-USEFUL BY CREATING THEORY ROOTED IN DISCIPLINED KNOWLEDGE BUT CROSSING DISCIPLINARY BARRIERS TO WEAVE AN INTEGRATED WHOLE WHICH IS GREATER THAN THE SUM OF ITS PARTS." A COLLEAGUE, HE TELLS US, PUTS IT ANOTHER WAY - "INFORMATION IS HORIZONTAL, KNOWLEDGE IS STRUCTURED AND HIERARCHICAL, WISDOM IS ORGANISMIC AND FLEXIBLE."

TO MY WAY OF THINKING, LIBRARIES ARE BEST SUITED TO THE SECOND LEVEL, TO SERVE THE KNOWLEDGE REQUIREMENTS OF OUR PEOPLE... THIS IS THE REASON MY AGENCY HAS CHOSEN "SERVING KENTUCKY'S NEED TO KNOW" AS OUR SERVICE CONCEPT. THIS IS ALSO WHERE I FIND THE OPPORTUNITIES FOR "TOMORROW'S LIBRARIES" TO REITERATE, RECALIBERATE AND REGENERATE YESTERDAY'S PRINCIPLES AND VALUES TO SERVE TOMORROW'S NEEDS. IT IS EXACTLY BECAUSE THE NEW TECHNOLOGIES HAVE SERVED TO CREATE OR OPEN ACCESS TO AN OVERPOWERING ABUNDANCE OF INFORMATION THAT WE MUST ACT MORE ON THE PRINCIPLES OF USEFUL DISCRIMINATION, NOT UNCONTROLLED DISSEMINATION AS WE HAVE HISTORICALLY DONE.

OF COURSE, WE DO BOTH (AND IN THE DICEY ARENA OF GOVERNMENT INFORMATION POLICY, I WOULD ARGUE THAT WE SHOULD BE RECALIBERATING TO SERVE AS AN INFORMATION DISSEMINATION AND DISCRIMINATION SYSTEM RATHER THAN ONLY A DEPOSITORY LIBRARY SYSTEM). YET, IT SEEMS TO ME THAT OUR TRUE WORTH WILL BE FOUND IN HOW WE ORGANIZE TO SERVE THE KNOWLEDGE REQUIREMENTS AND NOT JUST THE INFORMATION ACCESS REQUIREMENTS. IN THIS CONCEPT, I FIND MORE COMFORT

IN HOW WE HAVE COME TO THE CATALOGING, CLASSIFICATION AND INDEXING SYSTEMS WHICH WORK WELL FOR OUR CUSTOMERS. I ALSO FIND SOME COMFORT THAT PRINCIPLES OF COLLECTION DEVELOPMENT, UPGRADED TO OUR NEW TECHNOLOGICAL ENVIRONMENT, CAN DO AS MUCH GOOD AS THE CAPABILITY TO PUT ALL OF ERIC, MEDLINE AND DISSERTATION ABSTRACTS ON THE HEAD OF SOME TECHNOLOGICAL PIN. IT'S TRUE OUR CARD CAGALOGUES MUST BECOME HIGHLY INTEGRATED, RELATIONAL DATABASES WITH SOFTWARE THAT CAN HELP US FIND WHAT WE NEED, BUT WE STILL MUST HAVE AUTHORITY CONTROL AND ASK THE RIGHT QUESTIONS.

HARLAN CLEVELAND, IN THE CONFERENCE ON 'EVOLVING RESPONSIBILITIES IN AN INFORMATON AGE' ALSO ALLUDES TO A TRUTH WHICH REALLY ISN'T VERY SELF-EVIDENT. HE TELLS US THERE THAT WE SHOULDN'T THINK OF THE INFORMATION AGE AS SOMETHING NEW ANY MORE THAN WE FOUND THE SPACE AGE TO BE - WHAT WE ARE ACTUALLY FACED WITH IS THE SAME OLD PROBLEMS IN A VERY NEW ENVIRONMENT... AN ENVIRONMENT IN WHICH THINGS HAPPEN MUCH FASTER THAN THEY USED TO, BUT WHERE THE NEEDS ARE PRETTY SIMILAR. THIS IS VERY SIGNIFICANT TO MY SIMPLE POINT ALSO, BECAUSE I AM NOT SAYING TO IGNORE THE NEW TECHNOLOGIES SINCE THEY, TOO, WILL PASS. I AM RATHER SAYING TO LEARN AND INTEGRATE THESE TECHNOLOGIES SO THAT YOU CAN ARTICULATE YESTERDAY'S LIBRARY CAPABILITIES AND CONTRIBUTIONS IN TOMORROW'S ENVIRONMENT... AN ENVIRONMENT WITH VERY FUZZY POLITICAL AND PROGRAMMATIC BOUNDARIES... A NETWORKED ENVIRONMENT. I AM ALSO SAYING THAT, ARMED WITH OUR NEW KNOWLEDGE (NOT JUST INFORMATION) ABOUT INFORMATION TECHNOLOGY, WE MUST FIND THE TABLE, GO SIT AT IT AND MAKE OUR SPECIAL CONTRIBUTION AS PLANS FOR TOMORROW'S NEEDS ARE BEING MADE.

AT A MEETING I ATTENDED DURING THE MIDWINTER CONFERENCE OF THE AMERICAN LIBRARY ASSOCIATION, AN EXPERIENCED BRIGHT AND VERY PROFESSIONAL GOVERNMENT DOCUMENTS LIBRARIAN WAS QUIETLY PROCESSING THE ABUNDANT INFORMATON BEING SHARED ABOUT GOVERNMENT INFORMATION POLICY. SUDDENLY, HE LOOKED UP AND QUIETLY SAID, "YOU KNOW, IT PROBABLY WOULD MAKE SOME SENSE THAT WE LEARN MORE ABOUT INFORMATION RESOURCE MANAGEMENT". BINGO!! WHILE HE WOULD UNDOUBTEDLY FIND A LOT HE ALREADY KNOW ABOUT IRM, HE SAW THAT THE TECHNOLOGICAL CLUTTER WE HAVE BEEN TRYING TO SORT OUT IN REAUTHORIZATION OF THE PAPERWORK REDUCATION ACT HAD SOMETHING TO DO WITH GOVERNMENT DOCUMENTS. WHAT IS A GOVERNMENT DOCUMENT, OR ANY GOVERNMENT RECORD BUT GOVERNMENT INFORMATION? AND, GOVERNMENT INFORMATION, LIKE ALL OTHER INFORMATION, IS RAPIDLY BECOMING DIGITIZED AND PUT INTO VARIOUS ELECTRONIC FORMATS.

THERE IS SOME IRONY THAT ONE OF THE MOST OFTEN STATED NEEDS FOR REFORM IN GOVERNMENT INFORMATION SERVICE IS THE NEED FOR LOCATOR SYSTEMS - THE YET TO BE IMPLEMENTED FEDERAL INFORMATION LOCATOR SYSTEM, FILS, IN WASHINGTON AND SIMILAR SYSTEMS AT THE STATE LEVEL. CUTTING THROUGH MUCH OF THE TECHNOLOGICAL DEBATE ABOUT FILS, IT IS EASY TO SEE ONE PERSON'S METADATA IS ANOTHER PERSON'S CARD CATALOGUE. WE ARE DOING THIS IN KENTUCKY (EVEN THROUGH THE CURRENT SOFTWARE PRODUCT WE ARE USING WON'T DO BOOLIAN SEARCHING OR AUTHORITY CONTROL), BUT IT SEEMS SUCH A "LIBRARY" THING TO DO... OR AN ARCHIVES THING IF ONE MIGHT CHOOSE PROVINANCE OVER L.C. SUBJECT HEADINGS.

IN THE "FUTURIST" ARTICLE, CLEVELAND GIVES US SIX VERY SIGNIFICANT WAYS IN

WHICH INFORMATION IS NOT LIKE OTHER RESOURCES, REQUIRING DIFFERENT POLICY CONSIDERATIONS, BUT HE CONCLUDES WITH WHAT I THINK IS ONE OF THE BEST OBSERVATIONS I HAVE COME ACROSS IN THIS BUSINESS. IT'S AN OBSERVATION THAT AFFECTS EVERY ONE OF US IN THIS ROOM TODAY AND GROUPS LIKE THIS AROUND THE COUNTRY. I WANT TO SHARE THIS OBSERVATION WITH YOU AS I CONCLUDE MY REMARKS BECAUSE IT WILL HAVE EVERYTHING TO DO WITH "TOMORROW'S LIBRARIES" AND WHAT I AM ADVOCATING TODAY AND WHY WE ARE MOVING TO ANOTHER WHITE HOUSE CONFERENCE ON LIBRARIES AND INFORMATION SERVICES.

"IN THE NEW INFORMATION ENVIRONMENT," CLEVELAND SAYS, "WE WILL HAVE TO RETHINK THE VERY NATURE OF RULE, POWER AND AUTHORITY BECAUSE THE INFORMATION REVOLUTION IS PRODUCING A REVOLUTION IN THE TECHNOLOGY OF ORGANIZATION." HE GOES ON TO SAY THAT "INFORMATION HAS ALWAYS BEEN THE BASIS OF HUMAN ORGANIZATION, OF COURSE [CONSIDER WHAT HAS BEEN GOING ON IN THE GULF]... BUT WITH THIS NEW TECHNOLOGICAL ENVIRONMENT CREATING A SITUATION "WITH NOBODY COMPLETELY IN CHARGE, BUT EVERYBODY PARTLY IN CHARGE, COLLEGIAL RATHER THAN COMMAND STRUCTURES ARE THE MORE NATURAL BASIS FOR ORGANIZATION." TO ME, THIS IS AN ENVIRONMENT OF OPPORTUNITY FOR ALL OF US WHO PLAY A ROLE IN THE INFORMATION GAME. IT'S AN OPPORTUNITY TO MAXIMIZE ALL OF OUR STRENGTHS, FROM LIZARD LICK TO MONKEY'S EYEBROW; TO HELP CREATE A COLLABORATIVE AMALGAMATION OF TECHNOLOGIES, RESOURCES AND PEOPLE WHICH CAN BEST SERVE THE HUMAN NEEDS FOR THE CHALLENGING TIMES AHEAD; AND, TO BUILD FUTURE SERVICES SUITED TO THE NEW ENVIRONMENT.

IF WE'RE TO RESPOND TO ELLIOT'S PLAINTIVE QUESTIONS FROM NEARLY

HALF-A-CENTURY AGO, WE'RE GOING TO HAVE TO DO IT WITH MORE THAN, TOMORROW'S LIBRARIES OR TOMORROW'S TECHNOLOGIES... WHAT I HAVE REALLY BEEN TALKING ABOUT TODAY ARE TOMORROW'S LIBRARIANS, ARCHIVISTS, RECORDS MANAGERS, INFORMATION RESOURCE MANAGERS, TEACHERS, COUNSELORS, TRUSTEES, REGENTS, POLITICIANS, NEIGHBORS, FRIENDS....ETC. ETC.

WE HAVE A LOT TO OFFER, YOU AND I, NOT THE LEAST BEING A TRADITION OF ORGANIZING AND SHARING. LET'S TAKE THE PLEDGE TO BUILD A COLLEGIAL SYSTEM WHICH WILL ALLOW US TO MEET THE KNOWLEDGE REQUIREMENTS OF OUR NEXT CENTURY FROM THE VALUES AND PRINCIPLES OF THE LAST MILLENNIUM.

1990-1991

North Carolina Governor's Conferences

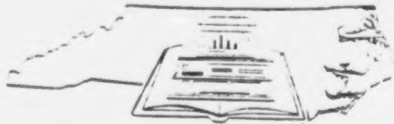
on

Library and Information Services

IV. POSITION PAPERS

THE WHITE HOUSE CONFERENCE ON
LIBRARY AND INFORMATION SERVICES
1991

1990-1991
North Carolina Governor's Conferences



on
Library and Information Services

PURPOSE

The second statewide North Carolina Governor's Conference on Library and Information Services will be held February 6, 1991 in Raleigh at the State Library. This Conference will be for delegates elected at Regional Conferences preceding the statewide Conference. Regional Conference participants will generate resolutions to be voted on at the statewide conference.

Conference objectives are to:

Identify how well existing library services meet the needs of North Carolina citizens, including those of special populations.

Determine what library services must be developed to meet future needs in a changing world.

Develop an appropriate plan of action to encourage community awareness and support for library services.

Provide an opportunity for citizens to prepare for participation in the White House Conference on Library and Information Services and to elect North Carolina's delegation.

RESULTS OF THE 1978 NORTH CAROLINA CONFERENCE

Some of the direct benefits that the public and libraries derived from the first Governor's Conference in 1978 include:

Increased state aid to public libraries which resulted in increased books, films, services and expanded public library facilities.

State documents depository systems which makes state documents available at selected sites throughout the state --not just in Raleigh.

Statewide "Friends of the Library" organization enabling citizens to work together in support of libraries statewide.

Continuing education for librarians, friends and trustees through the NC Continuing Education Center house at North Carolina Central University.

Support for schools libraries through the Basic Education Plan which mandated school librarians in all public schools with 250 students or more with additional personnel in schools with enrollments over 1000.

State funds for the Library for the Blind and Physically Handicapped.

The creation of the North Carolina Information Network providing electronic access to books, materials and services in all types of libraries through out North Carolina.

North Carolina support for the Library Services and Construction Act which provides funds that enable the State Library to offer children's programs such as Quiz Bowl and the summer reading program as well as support for the Library for the Blind an Physically Handicapped and give grants to prison libraries f materials, furniture and equipment.

1990 REGIONAL CONFERENCE DATES AND SITES

August 8	Public Library of Charlotte and Mecklenburg County
September 14	North Carolina Central University
September 21	South Lenoir High School
October 12	Forsyth County Public Library
October 26	Brunswick Community College
November 2	Macon County Recreation Center
November 9	Caldwell County Public Library
November 16	Elizabeth City State University
December 14	Sandhill Regional Library

REASONS TO GET INVOLVED

Productive citizens need to keep pace with the information "explosion". The best way to do this is through free public libraries or patron specific libraries in schools, community colleges, universities and businesses.

Libraries play an important role in developing and **expanding literacy for all citizens.** Illiteracy constitutes a national crisis. 27 million person, or one-fifth of the adult population, are unable to read at the fifth grade level.

Information that enables citizens to make informed decisions in the work place, at school or as a part of lifelong education is the democratic foundation upon which this country was built. **Democracy depends on the informed participation of its people.**

HOW TO GET INVOLVED

Volunteer your time and services. Contact your Regional Chairperson to:

assist in publicity efforts,

participate in a regional conference,

submit resolutions at regional conferences.

nominate yourself or associate as a delegate to the state conference,

support a local trustee, friend or citizen's particpation in your regional conference, and

share information about regional conferences with local library patrons and encourage their participation in your regional conference.

CONFERENCE CHAIRPERSONS

Statewide Conference

The Honorable Patric Dorsey, Secretary, North Carolina
Department of Cultural Resources, 109 East Jones Street,
Raleigh, NC 27601-2807

Regional Conferences

Cynthia Modlin, Fontana Regional Library/Macon County
45 Wayah Street, Franklin, NC 28734

Jim McKee, Caldwell County Public Library
120 Hospitol Ave., Lenoir, NC 28645

Pat Siegfried, Public Library of Charlotte and
Mecklengburg County,310 N. Tryon Street, Charlotte, NC 28202

Sylvia Sprinkle-Hamlin, Forsyth County Library
660 West Fifth Street, Winston-Salem, NC 27101

Pauletta Bracy, North Carolina Central University
School of Library and Information Sciences, Durham, NC27707

Bill Bridgman, Sandhill Regional Library
412 East Franklin Street, Rockingham, NC 28379

Carol Sutherland, South Lenoir High School
Deep Run, NC 28525

Gorda Singletary, Friend of New Hanover County Library
2805 Columbia Ave., Willington, NC 28403

Patrica Hines, G. R. Little Library, Elizabeth City State
University, Elizabeth City, NC 27909

Statewide Coordinator

Diana Young, State Library of North Carolina, 109 East Jones St.,
Raleigh, NC 27601-2807

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FACT SHEET

DEMOCRACY

Democracy means government by the people. Democracy expresses belief in the value and basic rights of the individual. These basic rights apply to an individual alone and to individuals in groups. Democracy also expresses belief in the capacity of individuals to conduct their lives in an informed and responsible way.

In a democracy, a rule of law is provided to protect the rights of the people and to ensure the appropriate and fair conduct of government. The rule of law also provides the conditions under which a democratic society can thrive.

A democracy will flourish only where its people have access to the recorded knowledge necessary for making informed judgments and good laws.

American democracy - large, varied and complex - is dependent on recorded knowledge stored and made available through many formats.

- *Books and periodicals.* More than 50,000 new book titles are published in the U.S. each year; more than 700,000 are published worldwide. More than 120,000 important periodicals are published worldwide. Government publications, theses and dissertations, microforms and other media add even more.
- *Online databases.* In July 1990, more than 4600 online databases were available, an increase of 150 from January 1990.
- *Archives and other records.* There are virtually millions of document files (both manual and electronic) held by archives and records centers in corporations, small businesses, government and other non-profit agencies.

Recorded knowledge has many uses in a democracy. Three of these uses are especially important.

- Knowledge used for jobs, decision-making and other practical needs in everyday life and business.
- Knowledge used for intellectual growth through schooling and self-education.
- Knowledge used for aesthetic and emotional development and for entertainment.

Information and information access are vital in a democracy.

- Information has become so important in American democracy that a large and growing part of the U.S. workforce is engaged in information-related occupations.
- Information access has become so essential in American democracy that systems of libraries and information agencies have been created. There are more than 30,000 public, academic, and special libraries; an estimated 60,000 school libraries swell the total number of libraries to more than 90,000.

North Carolina People and North Carolina Libraries

The current population of North Carolina is approximately 6.5 million people. As the state continues to grow it is estimated that the population will be 7.5 million by the year 2000. North Carolina has nearly 2900 libraries: 107 academic, 351 public (includes branches), 41 special, and 2400 school libraries. Additional facts about North Carolina people and libraries follow.

- North Carolina, ranking 10th in the nation in population and 28th in geographic size, has a population density considerably greater than the nation's as a whole.
- While 3 of every 4 Americans are city dwellers, only slightly more than half of North Carolinians live in communities of 2500 or more. North Carolina's urban growth centers around medium-sized cities; 9 cities have populations of over 50,000.
- About 50% of North Carolinians live in the Piedmont where the major cities and manufacturing plants are located.
- North Carolina's population is 25% minority which includes 56,000 persons of Spanish origin. 2.4% speak a language other than English at home.
- North Carolina's economic growth is attracting residents from other states. In-migration accounted for 43% of the population increase during the 1970s and is expected to account for 72% of population growth by the year 2000.
- Significant numbers of North Carolinians live at or below the poverty level. Census figures from 1980 placed 14.8% of North Carolina's population below the poverty level. This was the 12th highest level in the nation. In 33 counties, 20% or more of the population live below the poverty level.
- Of the approximately 2100 public library personnel, nearly 50% work in the 12 largest county and regional library systems (100 systems total). Fifty percent (50%) of professional librarians work in the 9 largest county and regional library systems.
- There are some 2050 library/audiovisual personnel serving the state's 1900 public school libraries.
- One hundred percent (100%) of North Carolina's population is served by public library systems. As poverty level figures indicate, many areas served by North Carolina public libraries are extremely disadvantaged.
- Three levels of service are suggested in Standards for North Carolina Public Libraries: A, B, and C with C being the absolute minimum level that all libraries should meet and A representing a high level of accomplishment. According to the 1989 Statistics and Directory of North Carolina Public Libraries, 50% of NC libraries failed to meet the B level of 2 volumes per capita. The statewide level is 2.8 which makes North Carolina's ranking 39th in the nation. Sixty-five percent (65%) failed to meet the B level of 5 volumes circulated per capita. The statewide level is 4.2 per capita.
- Eighty percent (80%) of North Carolina public libraries are open more than 40 hours per week.
- In the 1988-89 fiscal year, North Carolina public, academic, and special libraries spent a total of 52.4 million dollars on acquisitions. North Carolina ranks 18th in the nation in expenditures for public libraries.
- North Carolina libraries provide computerized databases which allow rapid access to current information on many subjects. Such databases are available for personal and business use.
- The North Carolina Information Network provides multitype libraries within the state access to more than 8.5 million records. The network also supports electronic mail and bulletin board services to facilitate the exchange of information among libraries. The network currently has 275 members.
- There are five library schools in North Carolina, three of which are ALA accredited.

Per Capita Support

North Carolina ranks 31st in the nation in per capita tax support for libraries (based on 1989 figures). The following is an example of North Carolina's per capita amount with those of some other states.

Connecticut	$20.71
Iowa	18.96
Illinois	18.65
California	15.85
North Carolina	10.68

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PRODUCTIVITY

Productivity may be defined as the output of an average worker over a specified period of time in relation to the use of a given resource or input such as raw materials or energy. *Physical productivity* began when people learned to use tools. It is reflected in the industrial revolution, mass production and automation. *Biological productivity* is shown in the development of public health measures and in advances in medicine. *Intellectual productivity* includes problem solving, innovation, learning, creation, evaluation and reflection.

Some of the facts of productivity are those which follow.

- A steep increase in productivity has driven the rising standard of living in Western Europe and North America.
- More than 150 years ago, 97% of the U.S. population worked on farms to produce enough for all of us to eat; today it takes only 3% of the population. This represents a dramatic increase in productivity. In North Carolina, the number of farms and the number of farm workers have declined significantly since 1950 while production has increased. North Carolina has consistently ranked between 10th and 12th in the nation in cash receipts from agricultural commodities since 1979.
- To improve the economy and the balance of trade, productivity must increase. The average long term increase in productivity in the U.S. is 3%. For 1989 the increase was 2.6%.
- Information technology and the effective management of information resources are playing a significant role in reversing the declining growth rates in U.S. productivity.
- A great deal of the work done today is based on services, communications and information. In North Carolina, employment in trade and services account for two thirds of new jobs.
- It has been predicted that by the year 2000, 71% of the labor force in industrialized countries will work in the information and communications sectors of the economy.
- The greatest productivity gains can be realized by improving the productivity of knowledge workers, an emerging class of managerial and professional workers who create, use and communicate information.
- To be successful in most areas of the economy, a professional - teacher, corporate manager, librarian, accountant, scientist, physician, engineer, or other - requires access to information and the problem-solving tools.
- Libraries are uniquely equipped to provide information professionals and materials which will help build a more equitable, productive information society.

Libraries and Productivity

North Carolina libraries have both an economic effect and a service effect on the state's economy.

- Public libraries play a role in economic revitalization by providing information to businesses, by offering centralized access to information about employment opportunities and professions to job seekers, and by contributing to the attractiveness of community services for individuals and businesses considering relocations in North Carolina.

- It is estimated that by the year 2000, 41% of new jobs will require more than a high school diploma. North Carolina's academic libraries will play an even greater role in the training of an increasingly specialized work force.

- Special libraries contribute significantly to the success of businesses and government agencies in the state by providing staff with the most accurate, up-to-date information possible.

- Nearly 2000 school libraries and library personnel help prepare North Carolina's 1.1 million school children to live productively.

North Carolina's economic picture today is one of marked contrast. Traditionally an agricultural state, it has gradually developed into an industrial and manufacturing force. In the 1980's with the movement of many high technology firms to the state's major cities, it has become a center for scientific research and development activities. The contrast is found in the continued importance of cash crops. Historically, North Carolina workers have been one of the lowest paid and most under-represented by unions in the nation. With a shift to more service and high technology employment, however, these remnants of past economic life may gradually disappear. The following facts represent further changes in the economy and the workforce.

- North Carolina has become important to foreign investors. In 1986, foreign investment accounted for 23% of all investment and 16% of all new jobs.

- North Carolina ranks 10th in the nation in increased employment opportunities with a 25% increase since 1980.

- Overall, the state's non-manufacturing sector is expected to be the primary source of new jobs. From 1980 to 1985 the net increase in nonmanufacturing employment relative to manufacturing was 35 to 1.

- An estimated 62% of all new North Carolina jobs in the 1990s will be in the trade and services sector.

- Employment rates in the nation are higher among groups with more than 12 years of schooling. In the 1980s, the proportion of males with 12 years or less of schooling who were employed was consistently lower than in the 1970s.

- The earnings disadvantage of males 25-29 with 9-11 years of schooling relative to their counterparts with 12 years or more of schooling was about 25% in 1987. The disadvantage is similar for

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Acknowledgements

These fact sheets were produced by Debbie Mitchum, Research Assistant to Dr. Marilyn L. Miller, Department of Library and Information Studies, University of North Carolina at Greensboro. They are based on similar fact sheets presented at the Texas Conference on Libraries and Information Services.

Sources

Among sources used in compiling these fact sheets were Richard A. Mendel's 1988 publication titled Workforce Literacy in the South: A Report for the Sunbelt Institute. The Paradoxes of Freedom by Sidney Hook, American Library Directory, 1990-91, the Bowker Annual of Library and Book Trade Information,1990-91. "Flying the Colors: North Carolina Facts" by John Clements, and articles in the Journal of the American Society for Information Science and Library Trends.

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LITERACY

Literacy is defined as the ability to read and write. *Illiteracy* is the inability to read and write. The inability to perform such tasks as reading street signs, instructions, or the written portion of a driver's license test is termed *functional illiteracy*.

The statements below are drawn from statistical reports of the 1980's. They reveal, in part, the breadth of literacy problems in North Carolina and the United States.

- Among the 149 member nations of the United Nations, the U.S. ranks 48th in literacy.
- Thirty percent (30%) of the adults in the U.S. are functionally illiterate.
- North Carolina has a 14% illiteracy rate among adults. Only 11 states have a worse illiteracy rate than North Carolina.
- Only 54.8% of North Carolina citizens age 25 or older have graduated from high school. Only two states have a lower percentage. The U.S. average is 66.5%.
- North Carolina ranked 10th in a list of "Persons with less than five years of school, 1980" with 5.9% of all persons age 25 or older having less than five years of school.
- The high school dropout rate among North Carolina adults is approximately 32%. Only 12 states have a higher rate. The U.S. average is approximately 29%.
- Only 1 million of the 18.7 million adults in the southern United States who lack a high school diploma are enrolled in a literacy program or other adult education program.
- During the 1987-88 school year, 7.7% of North Carolina high school students (approximately 26,700) dropped out of school.
- Eighty-five percent (85%) of all juveniles who appear before a judge have reading problems.
- A 1988 assessment of 11th graders' reading and writing abilities by the National Assessment for Educational Progress yielded the following results: On a five-level reading proficiency scale, the average score was in the 3rd level ("Intermediate"), below "Adept" and "Advanced". On a four-level writing proficiency scale, the average score was in the low range of the 2nd level ("Minimal"), below "Adequate" and "Elaborated".
- It takes an eighth grade reading level to be able to read labels on industrial cleaning products.
- Children whose parents are functionally illiterate are twice as likely as other children to be functionally illiterate.

Libraries and Literacy

In a free society libraries make information accessible to the populations which they serve. If people are unable to read and understand the materials that are available, the library has not made these materials fully accessible. Libraries, as a major information source, are seeking ways to address both availability and accessibility issues. Literacy programs are one method by which libraries can reach out to improve access in their communities. The level of library involvement in literacy programs depends on many factors: the type of library, the size of the library and its staff, the size of the community, the library's location and its budget for literacy activities.

North Carolina libraries of all types can be involved in literacy programs. Some North Carolina libraries have already made use of LSCA Title I funds to intiate literacy programs with model features. In a 1988 report on LSCA programs from the Office of Educational Research and Improvement, North Carolina was singled out for the following successful elements of literacy programs.

- Having a full-time paid literacy coordinator to serve as the core around which the literacy volunteers were organized.
- Recruiting volunteers from many sectors, i.e., students, retired persons, former illiterates, service clubs, and corporations to meet the need for tutors.
- Creative use of volunteers to support other project needs, i.e., providing child care and transportation for students, producing literacy materials, and fund-raising.
- Developing and using lesson plans and individualized learning plans.
- Regularly evaluating and restocking literacy materials.
- Testing students before, during, and after literacy training to evaluate progress.

The following are some other activities which can be offered as part of a library's literacy program.

- Provide information about literacy programs.
- Provide a variety of materials in a variety of formats for adult new learners.
- Provide library instruction for adult new learners.
- Provide space and materials for tutor training and tutor/student sessions.
- Assist management in workplace literacy projects.
- Encourage parent involvement in their children's education.
- Encourage parents to read to and with their chidren.
- Participate in intervention programs designed to keep children in school.
- Promote reading for pleasure.

Libraries...

- Promote reading for people of all ages.
- Are centers for lifelong learning.
- Are places where adults can go to learn without embarrassment.
- Are places where children can begin to develop a love of reading and of learning.

THE CHALLENGE AHEAD

It is important to remember *that literacy goes beyond the* ability to read and write. Once those skills are mastered, literacy becomes a way of enriching one's life and contributes to the enrichment of society. Jonathan Kozol, author of Illiterate America, says the real cost of illiteracy is that it is an insult to democracy. People who cannot read can neither "choose" in a restaurant nor "choose" in the voting booth. He purports that the "Art of War" is a national priority while the "Art of Living" is left to volunteers.

All In The Family...

Family literacy programs involve the parent and child learning together. Parents have the most influence in the lives of their children and by their example indicate to their children that reading is an important skill.

In literate families there is an unconscious transfer of positive ideas about reading from parents to children. The purpose of family literacy programs is to give non-reading families the opportunity to learn and model these positive reading behaviors. Libraries, with their large variety of materials, are particularly able to meet family literacy needs.

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Harman, David. Illiteracy: A National Dilemma. New York: Cambridge Book Company, 1987.

Kozol, Jonathan. Illiterate America. New York: Doubleday, 1985.

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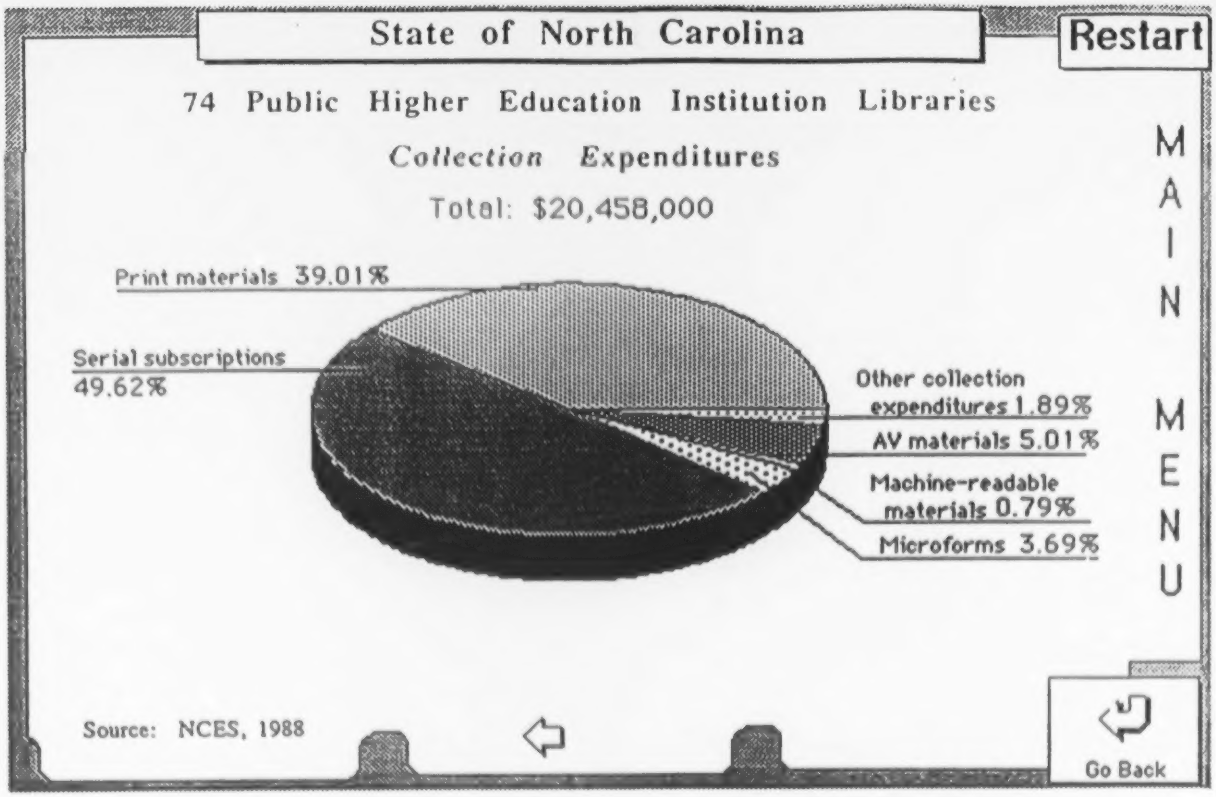


State of North Carolina

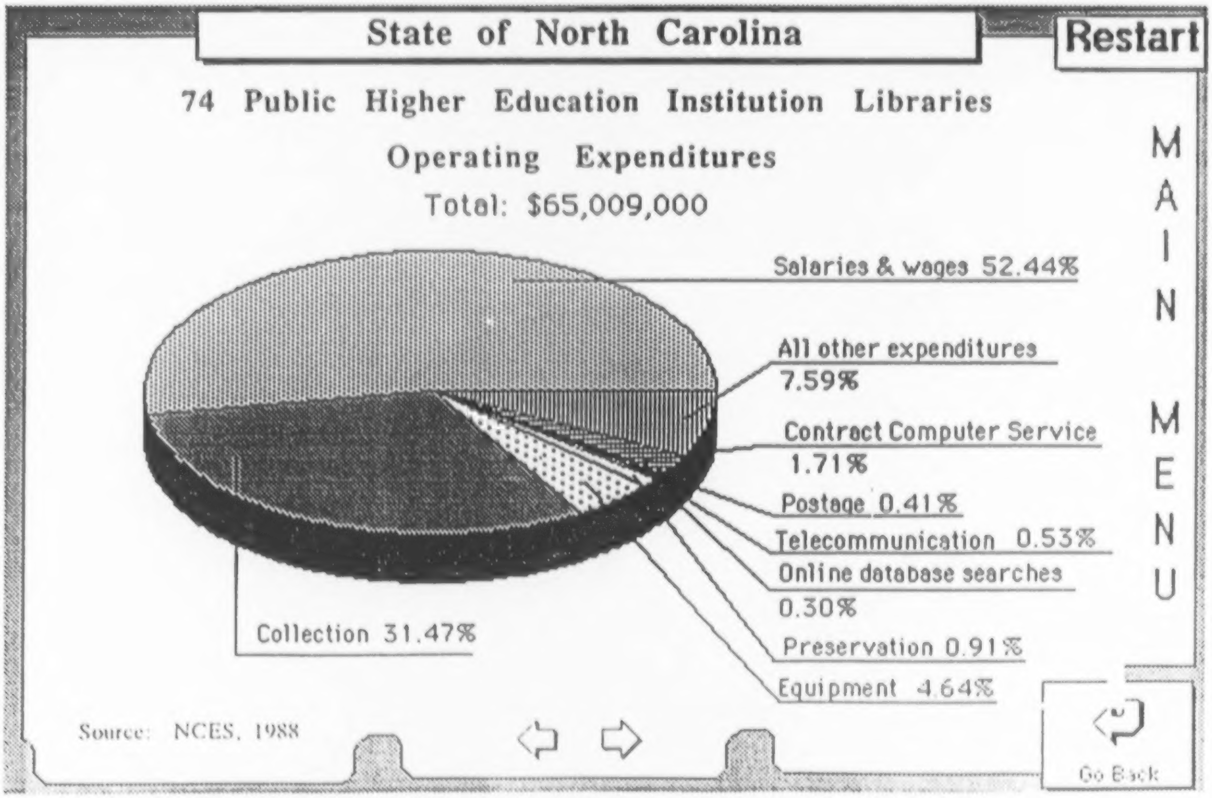
74 Public Higher Education Institution Libraries

Collection Expenditures

Total: $20,458,000

Restart
MAIN MENU
Print materials 39.01%
Serial subscriptions 49.62%
Other collection expenditures 1.89%
AV materials 5.01%
Machine-readable materials 0.79%
Microforms 3.69%
Go Back

Source: NCES, 1988



State of North Carolina

74 Public Higher Education Institution Libraries

Operating Expenditures

Total: $65,009,000

Restart
MAIN MENU
Salaries & wages 52.44%
All other expenditures 7.59%
Contract Computer Service 1.71%
Postage 0.41%
Telecommunication 0.53%
Online database searches 0.30%
Preservation 0.91%
Equipment 4.64%
Collection 31.47%
Go Back

Source: NCES, 1988

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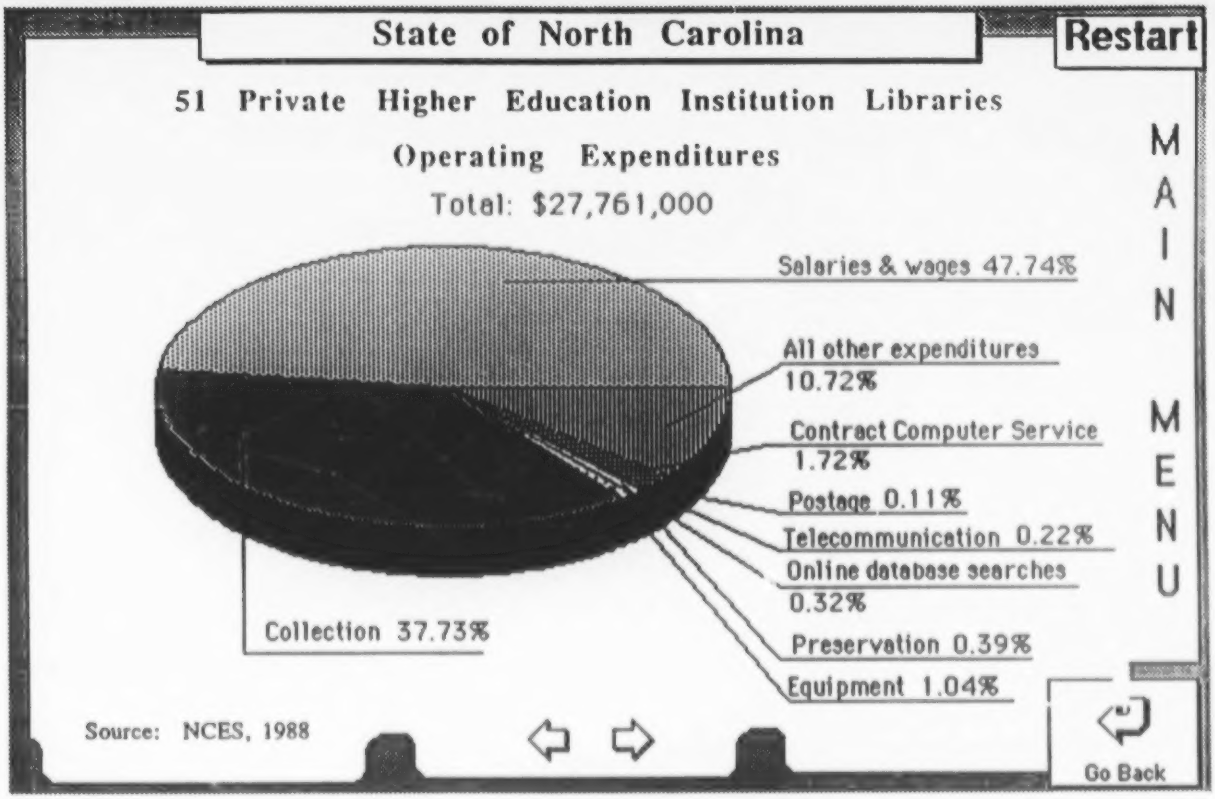


State of North Carolina

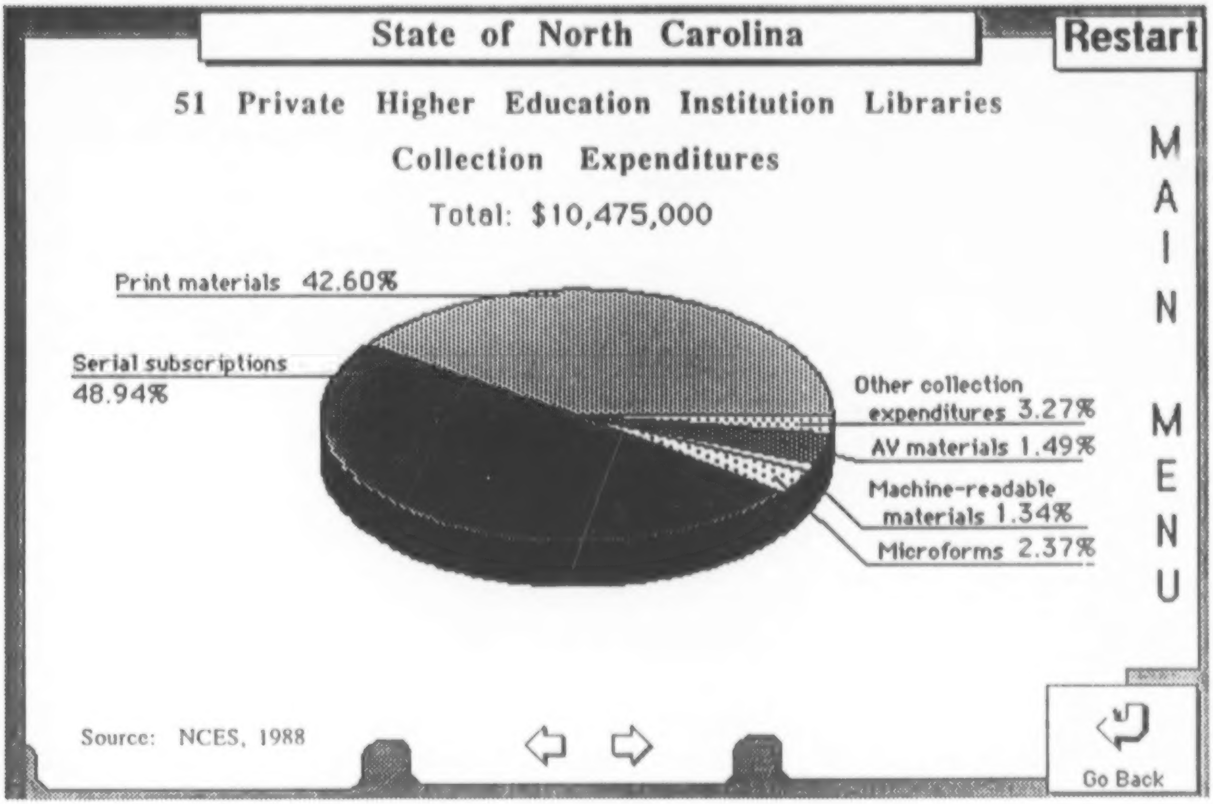
51 Private Higher Education Institution Libraries

Operating Expenditures

Total: $27,761,000

Restart
MAIN MENU
Salaries & wages 47.74%
All other expenditures 10.72%
Contract Computer Service 1.72%
Postage 0.11%
Telecommunication 0.22%
Online database searches 0.32%
Preservation 0.39%
Equipment 1.04%
Collection 37.73%
Go Back

Source: NCES, 1988



State of North Carolina

51 Private Higher Education Institution Libraries

Collection Expenditures

Total: $10,475,000

Restart
MAIN MENU
Print materials 42.60%
Serial subscriptions 48.94%
Other collection expenditures 3.27%
AV materials 1.49%
Machine-readable materials 1.34%
Microforms 2.37%
Go Back

Source: NCES, 1988

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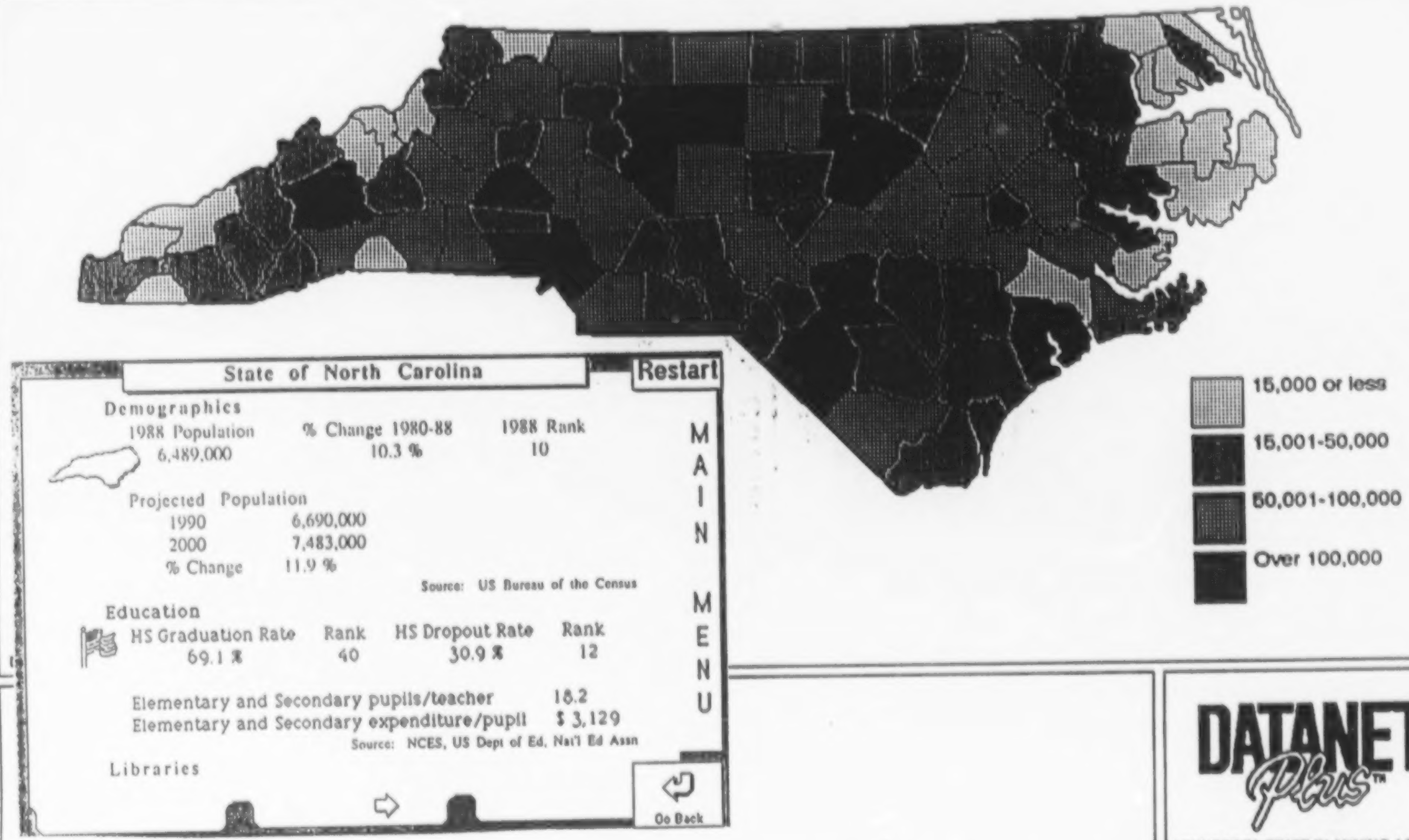
North Carolina Population
1980


▨ 15,000 or less
▨ 15,001-50,000
▨ 50,001-100,000
■ Over 100,000
Restart
MAIN MENU
Go Back

State of North Carolina

Demographics

1988 Population	% Change 1980-88	1988 Rank
6,489,000	10.3 %	10

Projected Population

1990	6,690,000
2000	7,483,000
% Change	11.9 %

Source: US Bureau of the Census

Education

HS Graduation Rate	Rank	HS Dropout Rate	Rank
69.1 %	40	30.9 %	12

Elementary and Secondary pupils/teacher	18.2
Elementary and Secondary expenditure/pupil	$ 3,129

Source: NCES, US Dept of Ed, Nat'l Ed Assn

Libraries

U.S. Bureau of the Census

DATANET Plus™

MINNESOTA STATE PLANNING AGENCY

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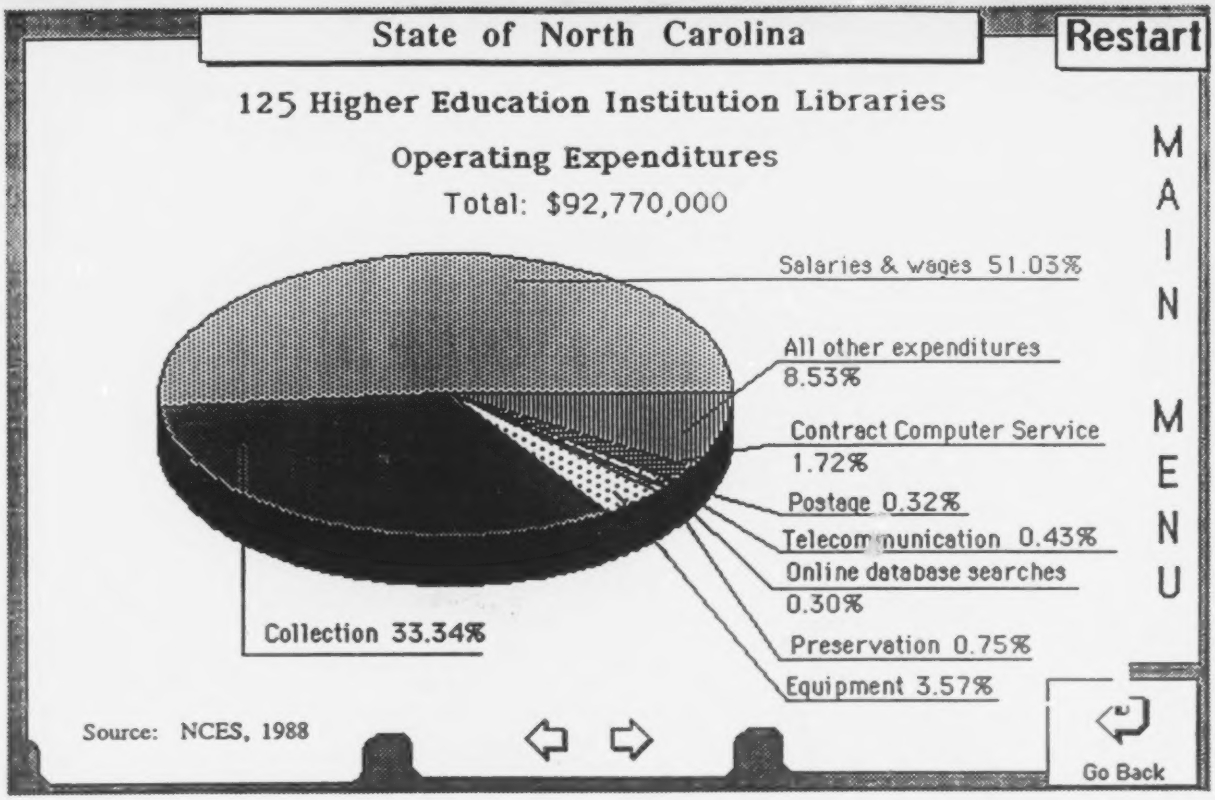


State of North Carolina

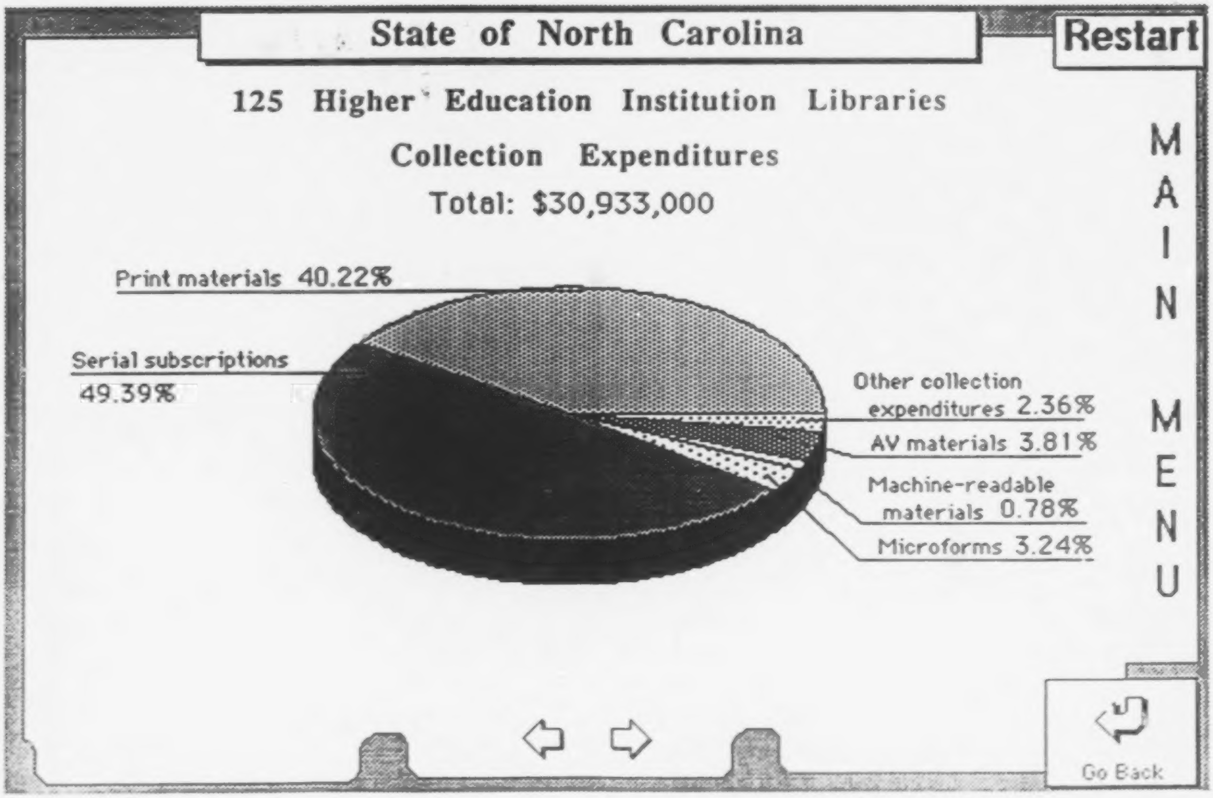
125 Higher Education Institution Libraries

Operating Expenditures

Total: $92,770,000

Source: NCES, 1988

Restart
MAIN MENU
Salaries & wages 51.03%
All other expenditures 8.53%
Contract Computer Service 1.72%
Postage 0.32%
Telecommunication 0.43%
Online database searches 0.30%
Preservation 0.75%
Equipment 3.57%
Collection 33.34%
Go Back



State of North Carolina

125 Higher Education Institution Libraries

Collection Expenditures

Total: $30,933,000

Restart
MAIN MENU
Print materials 40.22%
Serial subscriptions 49.39%
Other collection expenditures 2.36%
AV materials 3.81%
Machine-readable materials 0.78%
Microforms 3.24%
Go Back

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North Carolina Information Network

A Service of the State Library of North Carolina

STATE LIBRARY MANDATE The State Library is an information distribution system and resource center for state government and the people of North Carolina. It provides programs and services to promote knowledge, education, commerce and business in the state.

NCIN PURPOSE NCIN is a link between widespread sources of information and local libraries of all types, using the latest computer and telecommunication technologies.

COMPONENTS

- NC Online Union Catalog
- OCLC Interlibrary Loan Subsystem
- NC Union List of Serials
- SOLINE/SOLINET Gateway
- Electronic Mail
- Electronic Bulletin Boards
- Access to third party and original databases
- Information Delivery by Telefacsimile
- Gateway to UNC-Educational Computing System Network

EQUIPMENT NEEDED Computer, modem, telephone, printer, communications software, telefacsimile machine, wordprocessing software

PARTICIPANTS Currently over 235 users in all types of libraries -- business, corporate, community colleges, hospitals, private colleges, public, schools and universities.

COSTS Costs vary depending on equipment chosen, phone charges and services selected. The State Library subsidizes a number of NCIN services such as electronic mail, bulletin boards and training--making them available at no charge. Detailed pricing information is available from the State Library.

HISTORY Statewide network development was a recommendation from the North Carolina Governor's Conference on Library and Information Services, October 19-21, 1978.

FOR MORE INFORMATION CONTACT Diana Young, Director of Network Operations, State Library of North Carolina, 109 E. Jones Street, Raleigh, NC 27601-2807; Email 62953515; Fax: 919/733-8748.

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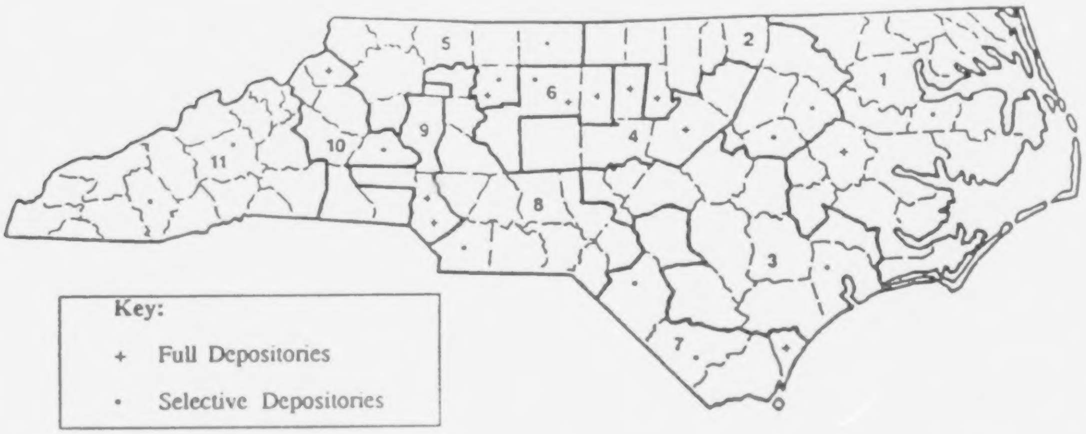
North Carolina Depository Libraries by Congressional District



FIRST

+ Joyner Library
East Carolina University
Greenville

• Beaufort Co. Com. College Library
Washington

SECOND

+ Perkins Library
Duke University
Durham

• Hackney Library
Barton College
Wilson

• N.C, Wesleyan College Library
Rocky Mount

THIRD

• Onslow Co. Public Library
Jacksonville

FOURTH

+ State Library
Dept. of Cultural Resources
Raleigh

+ Wilson Library
University of North Carolina
Chapel Hill

FIFTH

• Forsyth Co. Public Library
Winston-Salem

+ Z. Smith Reynolds Library
Wake Forest University
Winston-Salem

• Rockingham Public Library
Eden

SIXTH

• F.D. Bluford Library
N.C. A&T University
Greensboro

+ Iris Holt McEwen Library
Elon College
Elon

+ Jackson Library
UNC-Greensboro
Greensboro

SEVENTH

+ Randall Library
University of North Carolina
Wilmington

• Mary Livermore Library
Pembroke State University
Pembroke

• Columbus Co. Public Library
Whiteville

EIGHTH

• Ethel K. Smith
Wingate College
Wingate

NINTH

+ Atkins Library
University of North Carolina
Charlotte

+ Public Library of Charlotte and
Mecklenburg County
Charlotte

TENTH

+ Belk Library
Appalachian State University
Boone

• Catawba Co. Public Library
Newton

ELEVENTH

• D. Hiden Ramsey Library
University of North Carolina
Asheville

• Hunter Library
Western Carolina University
Cullowhee

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NORTH CAROLINA REGIONAL GOVERNOR'S CONFERENCES ON LIBRARY AND INFORMATION SERVICES
ROUNDTABLE ON ETHNIC MINORITY CONCERNS

North Carolina and the nation should promote equal access to information for all persons and recognize the necessity to respond to the increasing racial and ethnic diversity among Americans. Libraries perform a crucial role by assisting minorities to participate fully in our democratic society. The Roundtable on Ethnic Minority Concerns supports the following positions which will enable ethnic minorities to be productive contributors to society and to the library and information professions.

1. Design and implement literacy programs targeted at minority populations.
2. Promote and improve library services and resources to the nation's ethnic minority communities.
3. Ensure that library collections equitably represent ethnic minority authors and points of view. Actively promote dissemination of information by and about ethnic minority peoples to the larger community.
4. Develop strategies and provide financial support for the recruitment and professional development of ethnic minority librarians.
5. Encourage and support ethnic minority librarians to fully participate at all levels of librarianship and in local, state, regional and national professional organizations.
6. Actively support the American Library Association's Minority Concerns Policy.

COMMUNITY AND JUNIOR COLLEGE SECTION/NCLA

The Community and Junior College Section of the North Carolina Library Association is an organization which provides an opportunity for librarians from junior colleges, community colleges, technical institutes, and vocational schools to meet together, exchange ideas, and to discuss their common interests and concerns.

Since 98% of North Carolina's population lives within 30 miles of one or more of these institutions, opportunities for education, personal growth and development, and vocational training are easily accessible at relatively low cost to North Carolina's citizens. Through programs such as vocational and technical training, college transfer, continuing education, community outreach, adult basic education, literacy training, and small business assistance, these institutions are training the workforce of today and tomorrow.

The community and junior college librarians are anxious that the governmental organizations, which provide funding and support for such programs, recognize the strategic and integral importance of a high quality, up-to-date, and properly staffed library or learning resource center. Further, there is concern that the smaller institutions are falling behind in meeting these needs due to the decrease in funding in general and the tendency for available funds to go to larger, well-established institutions.

Community and junior college librarians' concerns for providing high quality library resources and services should be addressed through the following actions:

1. INCREASED FUNDING FOR NETWORKING

Sharing resources is integral to library service. In addition to providing accessibility of materials for patrons, it serves to offset the high cost of purchasing materials for individual libraries. Funding should be continued and increased both to support the North Carolina State Library's efforts to coordinate and sponsor the North Carolina Information Network, and to support costs to individual members incurred through start-up cost and on-going usage fees.

2. INCREASED FUNDING FOR MATERIALS AND EQUIPMENT

Community and junior college libraries have been suffering from both shrinking budgets and increased costs. In addition, grant monies from state and federal programs have been diminishing during the past decades. This funding should be restored, increased, and made available for not only books but also other educational resources such as audiovisual materials, computer aided instruction (CAI), and materials in compact disk format (CD-ROM); for the equipment needed to meet the technological changes in library materials (AV, CAI, CD-ROM, etc.); and for the expense of bringing the library services systems up-to-date and concurrent with contemporary methodology, known to the profession as retrospective conversion and automation.

3. INCREASED FUNDING FOR LIBRARY LITERACY

Technological changes in libraries and library materials have made library usage an increasingly complicated task. No longer simply a storehouse of books, libraries contain a wide array of materials or media and their access in an increasing variety of formats. Users of these materials must be able to identify sources of information, know how to access it, and interpret the available information for their own needs. The common assumption that people intrinsically know how to use a library is no longer valid. Library staff must be available at all times to assist patrons in determining the appropriate sources of information, how to use the equipment for its access, and how to interpret the data in the information sources. For college students to use a library effectively, special training known to the profession as Bibliographic Instruction should be provided in classroom and hands-on settings. To meet this need, there must first be recognition that this function within libraries is critical, and that the existing personnel cannot handle this increased work load effectively. Statewide funding should then be provided specifically for bibliographic instruction personnel within the library on every campus.

4. INCREASED FUNDING FOR BARRIER-FREE BUILDINGS

Many of the buildings on community and junior college campuses were built before federal guidelines for the handicapped were applied to building design. Community and junior college librarians have been concerned that full accessibility to library buildings and the contents within the buildings have thus been denied or difficult for the handicapped. Funding for remodeling these older buildings should be made available to provide ramps, automatic doors, widen stacks aisles, install elevators, etc. so that library resources will be fully available to all users.

North Carolina Foreign Language Center

FACTS

- North Carolina has more than 110,000 foreign-born residents. Ninety percent of them came from non-English-speaking countries. More than 3,000 new foreign-born residents arrive yearly.
- The North Carolina Foreign Language Center was established in 1976 to provide library service for North Carolina's multi-ethnic population. Center services include materials designed to aid foreign-born residents in learning English and to aid native-born residents in learning foreign languages.
- The center circulated 16,500 language learning kits statewide during the past year. Center circulation surpasses 43,400 items annually.
- The books-per-capita average for non-English-speaking North Carolinians is only 0.4 -- not even a third of the 1.5 state average.
- No state funds have been received for this unique statewide library service since its establishment in 1976.

ISSUES

- Multilingual library service is vital if the needs of North Carolina's culturally and ethnically diverse population are to be met.
- State funding is mandatory if the North Carolina Foreign Language Center is to continue operation.

RECOMMENDATIONS

- North Carolina public libraries should expand their services to include programs, materials, information services and staff expertise necessary to reflect and meet the needs of the state's multi-ethnic society.
- All North Carolinians should have access to information and materials necessary to learn foreign languages as the need for foreign language literacy increases in both the business and personal arena.
- The North Carolina General Assembly should allocate state funding for the North Carolina Foreign Language Center's operating budget. The funds should be administered under the direction of the North Carolina Division of State Library.

THE NORTH CAROLINA PRESERVATION CONSORTIUM, INC.

Before making an issues statement for the Governor's Conference on Libraries and Information Services, the North Carolina Preservation Consortium, Inc. first needs to introduce itself. Recently founded by a coalition of librarians, archivists and others interested and involved in the documentary heritage of the state, NCPC is dedicated to the preservation of the cultural records in North Carolina - be they printed, written, filmed or in advanced technological formats. The use of these materials - children's books, computer tapes, circulating copies, rare books, reference works, governmental documents, etc. - is predicated first and foremost on their survival. For without their survival, there can be no access.

The enemies of books and records are many; chemicals in their composition, their manufacture and in their environment often lead to their destruction, as do disasters and user handling. Rare and unique materials may be lost forever, while transitory storage bases, such as disc or film, can vanish without leaving a hard copy. The replacement of even common materials is expensive. The problem has been growing for years.

Awareness of the issue has been growing, too, fortunately. To maximize effectiveness and minimize expenses in a common problem, institutions are acting cooperatively. The National Endowment for the Humanities has awarded a grant to NCPC to begin planning such a cooperative preservation program for the state. NCPC is charged with the development of a state-wide planning document of ranked goals and priorities, and is seeking the input and advice of all concerned individuals and communities. With a year to gather information and produce a plan, NCPC will then seek methods of implementation. So, in accordance with its mission, NCPC advocates the following:

Within North Carolina:

* All librarians, friends, trustees, government officials and citizens are urged to recognize and address the problem of disintegrating collections.

* All are urged, as well, to join forces with each other and with the NCPC program to plan the most efficient way to solve the problem.

On a national level:

* Funding sources must be developed for implementing new cost-effective technologies.

* Industry and government must be encouraged to implement and maintain standards for the permanency of records.

ACADEMIC LIBRARIES: A SOURCE OF NATIONAL STRENGTH

Forces of the 1980's and 1990's are creating basic character alterations in traditional academic libraries in the U.S. The electronic revolution, the teaching-oriented library, the decline in students' readiness for college work, the explosion of new interdisciplinary and international programs and the burgeoning quantity and cost of information have all hit at a time of severe and increasing financial pressure on colleges and universities. The cumulative impact of these factors threatens to result in a serious reduction in the quality of education and to undermine this country's competitive position.

Academic libraries in the United States began in 1638 when John Harvard donated his books to the institution that bears his name. In 1990, American academic libraries range in size from a few thousand volumes to nearly twelve million and are as diverse as the 3300 institutions they serve. These public and private facilities provide information-rich learning environments to over twelve million students and 700,000 faculty as well as to the general citizenry including business, industry and government professionals and school and public libraries. Students quickly come to appreciate, as have faculty before them, that ready access to information is the foundation for a more democratic and internationally competitive knowledge-based society.

Ensuring and expanding access to the rapidly growing base of information is the task of the academic library. It is a daunting, multifaceted task that includes building research collections, teaching information literacy skills, preserving unique resources, serving local business and industry communities, developing scholarly databases, maintaining national bibliographic utilities, and sharing resources by electronic networking and cooperative interlibrary lending among all types of libraries. Taken together, these activities represent the continuing contributions of academic libraries to the creation of the Learning Society as advocated in A Nation at Risk: The Imperative for Educational Reform (1983).

Support for academic libraries comes from a variety of private and public sources. Beginning in 1965 when the Higher Education Act was first enacted, the federal government has played a substantial role in the growth and development of library resources and services. A continued and indeed strengthened investment in academic libraries in these and other ways by the federal government is imperative to keep academic libraries thriving and to achieve the stated goals of the White House Conference on Library and Information Services: increase productivity, expand literacy, and strengthen democracy.

THE FEDERAL ROLE

The federal government is a vital partner with academic libraries in providing for the information needs of students and researchers. A federal role in support of an informed and educated public is essential to:

1. Address critical national needs; including

    a. research on effective and efficient uses of new technologies, (HEA Title II-B Research);

  b. preservation and accessibility of unique resources for national and international research and scholarship (HEA Title II-C and NEH);

  c. funding for academic libraries that are traditionally undersupported and in need of equipment to access telecommunication networks. (HEA Title II-A);

  d. employment of student assistants whose salaries and education are partially funded through college work/study program (HEA IV);

  e. acquisition of foreign materials (HEA Title VI);

  f. upgrading library facilities for new technologies and to allow access by physically limited users (HEA Title VII);

  g. meeting the urgent need for a more diverse and pluralistic library profession and for well trained library science faculty to teach in graduate research library programs and to conduct productive research in library and information science (HEA Title II-B Training);

2. Provide financial support across political jurisdictions and international boundaries; thereby encouraging libraries to participate in the National Research and Education Network (NREN) and LSCA Title III programs that encourage multi-type library cooperation;

3. Address infrastructure issues, such as telecommunications and postal rates;

4. Implement federal policies on a wide spectrum of national issues; such as,

  a. copyright legislation;

  b. intellectual property rights without regard to format in which the information appears;

  c. intellectual freedom and the right of privacy for all library users;

5. Disseminate federal information; such as,

  a. federal documents through depository programs in academic libraries;

  b. publishing by the Government Printing Office the research sponsored by the federal government;

6. Encourage and support programs that benefit many types of libraries and library users; such as,

a. bibliographic programs of the Library of Congress;

b. humanities projects in libraries and archives funded by the National Endowment for the Humanities;

c. dissemination of scientific information through the Medical Library Assistance Act; and

d. making available historical research through the National Historical Publications and Records Act.

These diverse federal roles strengthen academic libraries, adding to the enrichment and advancement of the American public. A democratic, productive, and economically vital society depends on a well-informed and literate citizenry. If academic libraries are to continue their unique contributions to this information-based society, federal programs must be maintained and expanded.

ACTIONS

Therefore, we recommend that:

1. Congress reauthorize and expand in 1991 the Higher Education Act, Titles II, IV, VI, and VII, to

   a. support library training, research, preservation activity, and resource sharing;

   b. strengthen and provide access to unique library collections;

   c. support innovative uses of technology in electronic networking and resource sharing;

   d. allocate funds to needy institutions for purchase of information technology;

   e. increase support to work/study programs and continue eligibility of academic libraries as student workplace sites;

   f. acquire more foreign materials and support international education; and,

   g. assist in constructing and updating library facilities to accommodate the technology of the next decade.

2. Congress reauthorize in 1994 the Library Services and Construction Act to support and promote interlibrary cooperation and resource sharing.

3. Congress ensure the preservation of and access to the records of our national culture for future students and scholars by strengthening and expanding the programs of the National Endowment for the Humanities.

4. Congress expand those federal programs that benefit both directly and indirectly faculty, scholars, researchers, students and other users of college and research libraries. These programs include the following:

a. national programs provided through the Library of Congress, including the creation and distribution of standardized bibliographic records, the system of classification, names and subject terms used in cataloging, the development of national and international standards for networking.

b. access to specialized national resources, such as the National Library of Medicine, the National Agriculture Library, the National Archives.

c. free availability and distribution of government-produced information through federal depository programs and Government Printing Office.

d. cost-effective delivery of library materials and information through subsidized postal rates and discount rates from common carriers of electronic data.

e. open access to information through the Freedom of Information Act.

5. Congress enact legislation creating and funding the National Research and Education Network that will serve as the information superhighway of tomorrow and allow educational institutions to capitalize on the advantages of technology for resource sharing and the creation and exchange of information.

6. The federal government support the development of regulations that foster information sharing and international data flow to ensure access to foreign cultural, scientific, technical, and trade information.

These measures will enable academic libraries to reassert their leadership position in the national effort to increase productivity, expand literacy, and strengthen democracy.

Association of College and Research Libraries
Task Force on White House Conference on Library and Information Service
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July 8, 1990
Washington, D.C.

AMERICAN LIBRARY ASSOCIATION
AFFILIATES
ISSUES AGENDA FOR THE WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES

This statement was prepared by the American Library Association and the following Affiliate organizations and represents a common issues agenda to which we all agree:

American Association of Law Libraries
American Indian Library Association
American Library Association
American Society for Information Science
Asian/Pacific American Librarians Association
Association for Library and Information Science Education
Association of Research Libraries
Canadian Library Association
Chinese-American Librarians Assoc.
Council on Library/Media Technical Assistants
Friends of Libraries USA
Laubach Literacy International, Laubach Literacy Action
Literacy Volunteers of America, Inc.
Medical Library Association
Music Library Association
National Librarians Association
Oral History Association
REFORMA
Sociedad de Bibliotecarios de Puerto Rico
Theatre Library Association
Ukrainian Library Association of America
Urban Libraries Council

1. National commitments of financial resources for library services are indispensable investments in the nation's productivity.

2. Democracy is at risk when our libraries are at risk.

3. Diversity of library collections and staff is essential to serve U.S. citizens of diverse backgrounds.

4. Culturally diverse people must be recruited to the library and information services professions and must be educated to provide quality library and information services.

5. Open and equitable access to information in all formats is a linchpin of our democratic society.

6. Public access to government information, including legal information, is vital to a just society.

7. An effective marketing and public relations campaign must be mounted to promote services, increase awareness, and provide feedback to shape new library and information services programs.

8. Libraries are educational institutions which have a fundamental role in promoting literacy

9. Materials in all types of libraries are in danger of destruction or disintegration. That must not happen. They must be preserved.

August 1, 1990

The Center for the Study of Rural Librarianship

College of Library Science Clarion University of Pennsylvania Clarion, Pennsylvania 16214

The 21st Century
Rural and Small Public Libraries

ACTION AGENDA

Education

For the improvement of library services, all library staff, and trustees must be provided with education opportunities.

- Library schools must create and offer accessible programs.
- State library agencies and library systems must provide accessible basic skills library training and continuing education for all rural library personnel.
- State and national library associations must advocate state certification for library staff at all levels.

Networking

To provide equal access for all citizens, a national/global network connecting rural, small, and urban libraries must be developed through appropriate technology and telecommunications.

- Library staff and supporters must lobby for lower telecommunication costs for libraries.
- State library agencies must develop or advocate development of cost effective communication networks within the states.
- Library staff and supporters must lobby for library inclusion in and passage of legislation for the National Research and Education Network (NREN).
- The American Library Association (ALA) must lobby for protection of low postal rates for library materials.

Funding

To insure equality of access to library materials and services, adequate funding must be provided to rural and small libraries.

- Library staff and supporters must lobby for creation of a title of the Library Services and Construction Act (LSCA) which addresses the needs of rural and small libraries.
- Library staff and supporters must lobby for LSCA funding to be distributed based not only on total population but also on low-population density.
- Library staff and supporters must work to rewrite state statues to allow local libraries to obtain better funding.

Role

To insure that community information needs and values influence local library services, library staff must assume leadership in community activities.

- All programs and plans for small and rural libraries must preserve and enhance the personalized service which is valued by their communities.

- Community information needs must be determined by consistent efforts at surveying both current and potential clients.
- Librarians must join and be active in local civic organizations, including the Chamber of Commerce and community development organizations.
- Trustees must provide time and support to enable library staff to participate in local civic organizations.

Vision

To provide rural and small libraries with models of excellence, examples describing quality library services must be made available.

- The Small and Medium-sized Library Section (SMLS) of the Public Library Association (PLA) must create a national recognition award for excellence in rural librarianship.
- Trustees must subsidize the cost of dues enabling library staff to belong to professional organizations.
- Librarians must publish descriptions of successful programs in the professional literature.
- The Public Library Association (PLA) must sponsor a grass roots "how to" newsletter for rural and small libraries.
- State library agencies must insure that accurate descriptions of projects funded with LSCA, including their successes and failures, are made available to all libraries.
- The Department of Education (DOE) and/or the American Library Association (ALA) must publish an annual report on LSCA projects.
- State library agencies must provide LSCA grants to enable staff to attend appropriate workshops and conferences.
- A section similar to the Public Library Association's (PLA's) Small and Medium-sized Library Section (SMLS) must be created within the American Library Trustee Association (ALTA).
- Rural libraries and rural library issues must be well represented at pre-White House Conferences on Library and Information Services, as well as at the White House Conference.

This action agenda was facilitated at the H. W. Wilson Symposium on the Future of Public Libraries at Omaha, Nebraska, September 26-29, 1990.

11/6/90

FINAL RECOMMENDATIONS FOR ACTION

PREAMBLE

A philosophical commitment must be made to Information Literacy as a new principle of learning by teachers, school administrators, library media specialists, teacher educators, educational researchers, and other educational institutions.

All citizens must have equal access to information, both within the school and beyond the school's collections, in order to assure equity.

Just as our nation provides entitlement to all persons in nutrition, health, survivors' assistance and other services, the nation must offer an entitlement to Information Literacy, at least through the level of high school graduation, both for our youth and for adults who have not attained or do not maintain that level of knowledge and skills.

Such a new commitment will require systemic change--a reconceptualization of education.

A. RECOMMENDATIONS FOR CHANGE IN THE WAY TEACHERS ARE EDUCATED

1. Design teacher education programs--both pre-service and in-service--that are models of Information Literacy.
2. Stress in-service training, and work with State Departments of Education to reinforce this process.
3. Recognize and reinforce the value of field experience. Select supervising teachers carefully. Emphasize the responsibility of teacher education institutions and host schools to provide a high quality learning experience for teachers in training.
4. Strengthen teamwork skills by providing incentives, support, and time for information professionals to continue to learn.
5. Encourage collaboration among teachers in the disciplines, school media people, and higher education institutions in order to support teamwork and integrated curricula in every school. Model this in teacher education, and reinforce it through in-service training.
6. Reform the curriculum in schools in order to create environments that make students the center of the learning process.
7. Analyze national standards and studies of educational reform to identify and reinforce Information Literacy components.

Reprinted with permission from INFORMATION LITERACY AND EDUCATION FOR THE 21ST CENTURY, Toward an Agenda for Action, 14-16 April 1989, Leesburg, Virginia. A Symposium sponsored by the U.S. National Commission on Libraries and Information Science and the American Association of School Librarians, a division of the American Library Association.

B. RECOMMENDATIONS FOR CHANGE IN THE WAY TEACHERS TEACH

1. Engage the total school community in redefining, redesigning and reaffirming the school's mission relative to Information Literacy. School library media specialists must be leaders in this process.

2. Develop "ideal" Information Literacy management guidelines through the American Association of School Librarians, in collaboration with representatives from other associations. Translate these guidelines into specific units for each discipline or area of the school curriculum.

3. Expand in-service opportunities so that teachers, school library media specialists, administrators, parents and other school community members are more aware of and better understand Information Literacy and the role of the school library media specialist.

4. Develop video tapes that communicate the Information Literacy story to each area or discipline. These should be showcase pieces from around the country that encourage teachers to value this approach and incorporate it in their work, and excite parents about the possibilities for Information Literacy in their school.

5. Promote Information Literacy and school library media center-related activities, through such techniques as state and national presentations, journal articles, posters, brochures, and new materials for classroom teachers.

C. RECOMMENDATIONS FOR CHANGE IN THE WAY SCHOOLS ARE ADMINISTERED

Encourage School Superintendents to:

1. Create a vision of Information Literacy in the schools and incorporate that concept into school system and school building mission statements.
   - Demonstrate persistence and personal commitment to Information Literacy through continuing staff development.
   - Create awareness of the need for change by visiting schools; reading; encouraging on-going dialogues; building possible scenarios for the future.

2. Reach out to the local community to implement Information Literacy:
   - Sell the vision of Information Literacy to key constituencies--including parents, school committees, employers, service agencies, and others.
   - Insure that students have access to learning resources beyond school walls, throughout the community.

- Involve the business community in implementing Information Literacy.

- Insist that schools participate actively in automated networks and resource sharing.

- Make school learning resources available beyond normal school hours, and encourage appropriate access to academic and public libraries.

3. Develop new ways of assessing learning outcomes:

   - Establish a school structure that fosters the development of resource-based learning.

   - Articulate what students should be able to do when they graduate.

   - Revise assessment and testing criteria so they match expectations of what students should be able to do, focusing on evidence of learning such as projects, portfolios, demonstrations, etc.

4. Build motivation for Information Literacy activities and teaching:

   - Offer incentives such as:

     a. providing public recognition and rewards;
     b. helping teachers understand how they can benefit;
     c. rewarding and protecting risk-takers at all levels.

   - Insist that school library media specialists serve on all restructuring and curriculum committees.

   - Encourage a common planning period for all school library media specialists and teachers.

   - Evaluate teachers' use of learning resources regularly.

   - Encourage site-based shared decision-making.

5. Expand awareness of the benefits of resource-based learning through continuing education workshops, seminars and other meetings of national, regional and state associations of school administrators.

D. RECOMMENDATIONS FOR CHANGE IN THE WAY SCHOOLS ARE FUNDED

1. Articulate the proposed restructuring as part of budget policy. Identify specific funding for Information Literacy efforts at all levels of the education system--teacher education, teacher training, school teacher and school library media specialist programs, administration, equipment andsupplies, student transportation, etc.

2. Focus on staff development, demonstration or model projects, and research at the local level. Give special attention to cooperative ventures between academic, public, special and school libraries.

E. RECOMMENDATIONS FOR CHANGE IN SCHOOL LIBRARY MEDIA PROGRAMS

1. Establish accountability for developing students' abilities to use information.

2. Change standardized achievement tests (SAT, ACT) so that higher-order thinking skills are included.

3. Change regional accrediting standards to include requirements for instructional programs and curricula that:

    - Develop students' abilities to use information;

    - Integrate school library media personnel into the instructional process;

    - Broaden the scope and range of resources.

4. Change standards for teacher education and certification through work with State education agencies, AACTE and NCATE. Require teachers to demonstrate competency in helping students develop their abilities to use information.

5. Improve assessment of Information Literacy programs by encouraging the National Center for Education Statistics and professional associations such as AASL and AECT to develop instruments to measure the quality of these programs.

6. Conduct research to measure the impact of school library media programs on teaching and learning.

7. Implement Information Literacy programs through an interdisciplinary process across curricula that stimulates creativity and encourages active learning.

    - Encourage major textbook publishers and other developers of instructional materials and software to incorporate resource-based learning in their products.

- Develop a process to include school library media personnel in curriculum planning through collaboration between AASL and the content-related professional organizations. Prepare curriculum guidelines which develop students' abilities to use information.

F. ADDITIONAL RECOMMENDATIONS FOR ACTION

1. Encourage organizations represented at this Conference to join the National Forum for Information Literacy.
2. Encourage associations of school administrators to offer continuing education workshops, seminars, etc. on resource-based learning.
3. Encourage school administrators' associations to:
   - Identify administrators who have successfully implemented resource-based learning programs.
   - Encourage replication of these programs.
   - Disseminate information about these programs.
   - Establish research and demonstration programs.
4. Encourage regional accreditation associations to reassess evaluation criteria for school library media, staffing and use.
5. Redesign education programs that prepare administrators to include information on resource-based learning in the curriculum, and that the accrediting agencies reflect this requirement in their criteria.
6. Call upon library organizations such as the American Association of School Librarians to provide on-going information about successful resource-based learning programs to the education community.

WHITE HOUSE CONFERENCE ON LIBRARIES AND INFORMATION SERVICES: GOVERNMENT RECORDS ISSUES

INTRODUCTION.

The White House Conference on Libraries and Information Services will be held in Washington in July 1991, and pre-White House Conferences in the states before then will help define the issues and recommendations it considers. The White House Conference, authorized by PL 100-382 in 1988, is charged to "develop recommendations for the further improvement of the library and information services of the Nation and their use by the public. . ." The three overall Conference themes are: Library and Information Services for Productivity, Library and Information Services for Literacy, and Library and Information Services for Democracy. The Conference will be planned and conducted by the U.S. National Commission on Libraries and Information Science (NCLIS) with the advice and assistance of a 30-member White House Conference Advisory Committee. Planning is under way in each of the states for the pre-White House Conferences.

Participants in the state and national conferences will represent a broad spectrum of the population. The Law provides that a fourth of the participants shall be selected from the library and information profession; a fourth from among active library and information services supporters; a fourth from local, state, and Federal officials; and a fourth from the general public. The state conferences, and the White House conference, are expected to result in reports and recommendations for action.

These state and national meetings are likely to attract widespread attention from the news media, leaders of government, and the concerned public. They will provide opportunities for discussion of issues related to library and information services, broadly defined, and for dialogues between librarians and other information professionals. In fact, information technology is blurring the distinction between library materials and records. Both types of information resources are in some cases held by the same custodial agencies. Automation, access, preservation and several other issues impact on both types of materials in similar ways.

NAGARA urges its members to participate in and support these conferences. The NAGARA Board of Directors has identified six issues that relate both to libraries and to government records: Government Records as Information Resources; Access to Government Records and Information; Impact of Changes in Information Technology; Preservation of Unique Research Resources; Management of Historical Records in Library Settings; and Cooperation and Coordination. These are summarized below. It is our hope that the state and national conferences will consider them as appropriate in their discussions.

GOVERNMENT RECORDS AS INFORMATION RESOURCES.

The conferences will consider library and "information services." The records of local, state, and federal governments constitute important informational resources. They document the functioning of government, provide the basis for administrators to control and direct their programs, furnish evidence for retrospective policy analysis, and serve as sources for scholarly study of government and of the people and institutions reached by its programs. Governments create and maintain extensive database files with information on people and communities. Perhaps most important, records are sources of information for citizens to ensure the responsiveness and accountability of our democratic form of government. Recent studies have shown the need for improved state and federal government records management and archival programs and increased resources to ensure their sound administration. Issues for discussion at the conferences might include:

> What should be done to ensure that government records programs secure adequate resources?
>
> What new approaches are needed to improve documentation of government and to identify its records of enduring research value?
>
> What should be done to ensure maximum use of government records by citizens with an information need that can be met through their use?

ACCESS TO GOVERNMENT RECORDS AND INFORMATION.

The increasing use of computers in government and the creation of automated databases, some with extensive information on individual citizens, have raised unprecedented and complex issues of access. The capacity to access, retrieve, and link information from more than one database provides opportunities for research and for analytical studies that in turn can lead to improved government services. However, it raises serious issues about whether sensitive and confidential information should be accessible, and about whether the government should sell information to private companies that, in turn, disseminate it at a profit. Issues for discussion here might include:

> What guidelines and standards should be developed to ensure that important information is retained and accessible?
>
> In an era when information is increasingly accessible via computers, what safeguards need to be developed to prevent the unwarranted disclosure of personal and confidential information?
>
> What approaches should be taken to the sale of government information to private companies that, in turn, sell it to others for profit?

IMPACT OF CHANGES IN INFORMATION TECHNOLOGY.

The increasing use of computers and automated information processing systems has accelerated the speed with which information can be created, transmitted, transformed, acted upon, and destroyed. These revolutionary technological changes are altering our concepts of "records," "documents," and "library materials," and blurring distinctions between them. Technology is occasioning a re-examination of how librarians, records managers, and archivists relate to and work with each other. Some issues for discussion at the conferences might include:

> What needs to be done to articulate the public interest and define at least overall goals for the adaptation and use of information technologies?
>
> In what areas are guidelines and standards needed, and how should they be developed?
>
> What can be done at the state and national levels to encourage a dialogue among librarians, archivists, records managers, and other information specialists, on common information technology issues and problems?

PRESERVATION OF UNIQUE RESEARCH RESOURCES.

The alarming deterioration of books, records, and other unique research materials is a rising concern to librarians, records managers, archivists, government policy makers, and citizens who want to ensure the preservation and use of these invaluable materials. The needs are particularly acute for books, records, and other materials produced since the mid 19th century on high-acid paper that slowly self-destructs. Poor storage conditions and handling and use accelerate the destructive process. Newer media, such as computer tapes and disks, have their own set of preservation problems. It is uncertain how long the media themselves will last and, as noted above, the information itself is subject to instant modification or obliteration. Numerous surveys and studies, the popular film "Slow Fires" (produced by the National Commission on Preservation and Access), the 1989 Conference on Statewide Preservation Planning sponsored by the Library of Congress and the National Archives, and sessions at professional meetings, have explored the topic repeatedly and have shown that library materials and government records are essentially afflicted by the same problems. Issues for discussion might include:

> What are the best approaches to preserving books, records, and other paper-based research materials that are in danger of loss?
>
> What can be done to promote the use of long-lasting, non-acid paper for government records and library materials in the future?
>
> What are the best approaches for coordinated preservation programs on the federal and state levels?
>
> What should constitute a preservation research and development agenda for library and related materials, and who should carry it out?

MANAGEMENT OF HISTORICAL RECORDS IN LIBRARY SETTINGS.

Thousands of public, academic, and other libraries collect, administer, and make available historical records pertaining to their geographical regions, the research interests of their parent agencies, or other topics. A sizeable percentage of America's historical records programs are in library settings. National studies have shown that many historical records programs are underdeveloped and have less than adequate support, and that their personnel often want and need training in historical records techniques. Discussion issues in this area might include:

> How can libraries best define the collection missions of historical records programs and develop the core elements in a balanced and comprehensive fashion?
>
> What should be done to increase financial support for historical records programs?
>
> What should be done to ensure that library personnel in charge of historical records have access to the training and education they need to carry out their records-related work?
>
> What should be done to increase use of their holdings, including automated description and the entry of data into state and national databases?

COOPERATION AND COORDINATION.

The White House Conference and the predecessor conferences in the states are likely to provide additional evidence of the need for archivists, records managers, librarians, and other information professionals to focus on common issues and problems. As noted earlier in this paper, there are many issues, including preservation, management of information in electronic form, and information dissemination, that warrant a broad discussion and a coordinated approach. The state and national conferences might explore the following:

How can Federal government library and records and archival agencies, e.g. the National Archives and Records Administration and the Library of Congress, work more closely together on issues that concern both the library and records/archives communities?

How can state archival and records programs and state libraries also increase cooperation and coordination on common issues?

What should be the appropriate role of professional associations in working together to address these issues?

NAGARA is a national association dedicated to the improvement of federal, state, and local government records management. It publishes a quarterly newsletter, the "Clearinghouse," carries out special studies, issues guidelines, holds an annual meeting, and serves as a forum for interchange of information on the area of government records management. NAGARA is an adjunct member of the Council of State Governments.

February 1990

WHITE HOUSE CONFERENCE
ON
LIBRARY AND INFORMATION SERVICES
NORTH CAROLINA - ISSUES

CHILDREN'S SERVICES SECTION
NORTH CAROLINA PUBLIC LIBRARY ASSOCIATION (NCLA)

"The future of our society depends on developing the learning potential inherent in all children and youth, especially library, reading, research, and retrieval skills." North Carolina's Youth Services Personnel in Public Libraries recommend the following for consideration by the 1991 White House Conference on Library and Information Services.

PERSONNEL

1. Provide funding or incentives to assure that every library system have at least one professional youth librarian to meet the specialized needs of youth and their caretakers.
2. Efforts should be made to increase the number of professional youth librarians through active recruitment, competitive salaries, and other funding. Continuing education of those working with youth should be offered and funded.
3. Salaries for youth services librarians should be comparable to salaries for other professional librarians.

ACCESS

1. All youth should be given equal access to information and materials in libraries regardless of the content or format.
2. Incentives should be instituted to encourage libraries to network with other agencies serving youth to provide better access to information and materials.
3. Interlibrary loans should be available not only to youth but for children's materials with no restrictions.

SPECIAL POPULATIONS

1. Libraries should reach out to all youth in their service area, including nonusers and youth at risk.
2. State and federal funding should be provided for libraries to work in partnership with early childhood agencies.

SERVICES

1. Continue to fund the Youth Consultant position at the state level and state-wide children's and young adult programs.
2. Provide demonstration grants for service to youth.

DOCUMENTS SECTION/NCLA

Introduction: Access to information from and about our government being essential to the operation of a democratic republic and a free, self-governing people, we, the Documents Librarians of North Carolina, do hereby strongly urge and recommend the following policies to the President of the United States and to the United States Congress.

1. The Depository Library System of the United States Government Printing Office has, for over a century, provided storage, public access, and preservation to the basic publications and information of our Democratic Republic. The Depository Library Program is, therefore, an integral and highly essential part of our democratic process and must be preserved and supported. Without an effective depository library program, the average american citizen will have virtually no means by which to know what his or her government is doing and thus no means to hold it accountable. The U.S. GPO Depository Library Program absolutely must be supported and strengthened.

2. Title 44 of the United States Code mandates that all United States Government publications be made available to the U. S. Government Printing Office for distribution within the depository library program. We, therefore, urge that the Executive Branch, The Congress, the Joint Committee on printing, and the United States Public Printer join together in order to enforce these obligations under Title 44 and require all U. S. Government Agencies to supply ample quantities of their publications to U. S. GPO for Depository Library distribution, and also for sale by the U. S. GPO Sales Division.

3. The Definition of a Government Publication should be broadened to include all paper items, all microforms (microfiche and microfilm), and all electronic information products, including CD-ROM, tape and disk products, as well as electronic bulletin boards and online data bases. All such products should be available through the depository library program.

4. Given the extreme importance of microfiche reproduction and distribution by the U. S. Government Printing Office to depository libraries, we strongly recommend that the standards and requirements of performance for microfiche contractors be made as tough and restrictive as possible, under the law, in order to ensure the rapid and efficient reproduction and distribution of U. S. GPO microfiche publications within the depository library program.

5. The U. S. Government Printing Office and all agencies of the U. S. Government should adopt a standard CD-ROM format in order to insure uniformity and compatibility. Retrieval software should be provided with all CD-ROM products.

6. The U. S. Government should adopt a firm policy of requiring the use of only permanent, acid-free paper in any and all publications designed to last for more than a few months or years.

7. Postal rates for library materials and telecommunications charges for libraries to access electronic media should be kept to a minimum.

8. The basic principle of the depository library program is the provision of U. S. Government Publications and information to the public free of charge. If user fees are unavoidable, any charges for such services should be kept to an absolute minimum, preferably below cost.

NORTH CAROLINA ASSOCIATION OF SCHOOL LIBRARIES/NCLA

The school library program helps students learn by providing materials and services that assist students in locating, evaluating, and using information. In preparation for the 1991 White House Conference on Library and Information Services, North Carolina school librarians have identified five major interrelated issues that affect student learning and the quality of school library programs in the state: personnel, funding, equity of access to information, intellectual freedom, and services to special populations.

PERSONNEL

There is a growing shortage of certified school librarians to fill slots created by expansion of the Basic Education Program, retirements and resignations. By 1992 at least 700 new school librarians will be needed in North Carolina to fill existing vacancies. In some counties, noncertified staff have been hired for school library positions.

The lack of a salaried support staff of media aides and technicians allows less time for the librarian to provide instruction and services to students and teachers.

The goal of providing one full-time librarian in each school has not been fully realized in North Carolina.

School librarians in some sections of the state do not have easy access to professional preparation programs or continuing educational opportunities. Recruitment of classroom teachers and others into the school library field is hindered by this geographical barrier.

FUNDING

School library budgets have failed to keep up with the soaring costs of materials, making it increasingly difficult to provide up-to-date resources in a variety of formats. School librarians are unable to buy one book per child to add to the collection each year when the average price of a secondary book is $28.23. Nonprint resources such as videocassettes and computer software are even more expensive. Some school systems may allocate as little as $2.00 per child for library resources.

Federal dollars allocated categorically for school library resources have been minimal for the past several years. The future of the Chapter 2 block grants used by some systems to purchase technologies and provide programs for special students is uncertain.

The costs of the sophisticated technologies necessary to access and utilize information - computers, CD-ROM workstations, laser disk players, etc. - create inequities among school systems. Many North Carolina school children still watch black and white television in a color television world. Most school libraries do not even have the most basic of 20th century technologies - the telephone.

EQUITY OF ACCESS TO INFORMATION

There is a widening gap between wealthy school districts and poorer districts in terms of resources, the technologies owned and their instructional uses. Limiting the use of electronic information to certain groups of students, charging user fees for online databases, providing insufficient quantities or kinds of equipment and current resources, limited staff, and scheduling difficulties all help to create the "haves" and "have nots" of the information age.

INTELLECTUAL FREEDOM

Although school libraries serve as access points to information and ideas, some community members attempt to place limitations on resources and ideas. In a pluralistic society, it is important that school library collections represent diverse points of view and that all resources are available to each student. The concepts of intellectual freedom and the principles expressed in the Library Bill of Rights must be defended by the school staff, especially as more local control is exerted over textbook selection and funding of resources.

SERVICES TO SPECIAL POPULATIONS

School librarians are faced with helping students with special needs that may once not have been served by library programs - at risk students, dropouts, minorities, special education students, etc. Specialized resources, expanded programs and additional staff to plan learning opportunities for hard-to-reach children are needed in most areas. Additional staff training is also necessary to enable school personnel to encourage these students to achieve their full potential.

NORTH CAROLINA COMMUNITY COLLEGES LEARNING RESOURCES ASSOCIATION

North Carolina is a predominantly rural and agricultural state with few large urban or metropolitan areas. Because of its size, there are frequently geographical barriers that must be overcome in order to use large depositories of information.

The North Carolina System of Community Colleges has been charged with providing literacy training and vocational and technical education to the adult population and providing training support for businesses and industries. To improve the literacy rate and the economic status of the State, North Carolina needs funding from the state and federal governments to support education of its citizens. The State has one of the highest rates of illiteracy in the Nation.

Access to current information and use of state-of-the-art technology are key elements in the education and training of the citizens of North Carolina by the community college system and in the economic growth and development of the State. With our goals and objectives established, we, the learning resources personnel of the Community Colleges, do hereby recommend the following to the Governor and General Assembly of North Carolina and to the President and Congress of the United States.

1. The reauthorization and expansion of funding for libraries, library materials and resources, and library related programs from state funding and federal legislation such as HEA, LSCA, and NEH.

a. Learning resources must be readily available to all citizens regardless of their area of residence, through locally owned library collections, sharing of resources owned by other libraries, and searching and retrieving information from government controlled agencies and commercially produced and distributed databases.

b. Access to information should be enhanced through the use of state-of-the-art technology.

1. Funding must be allocated for the conversion of library holdings into a machine readable format so they can become part of an automated union database and accessible for resource sharing.

2. Funding must be allocated for the purchase of hardware and software for locally automated systems, networking of these systems for sharing of resources and facsimile transmission of information, and participation in information retrieval databases such as MEDLINE, ERIC, and Dun & Bradstreet.

c. Access to information should also be enhanced through adequate staffing with state-of-the-art education and training.

1. Staffing must be available to provide these information services. The rate of knowledge is growing rapidly and the need for this knowledge increases daily as people prepare to join the work force and compete in business and industry. Having access to information is of no value unless you have adequate staffing who can retrieve the desired information in a useable format.

2. Information specialists must have funding available to update their education and training in the uses of information sources and uses of technology to retrieve and deliver information. Funding must be available to update existing skills and to learn new skills required by new technological developments.

d. Delivery of information should be enhanced through continued support of reduced/subsidized postal rates for libraries and through containment of telecommunication costs or reduced/subsidized rates for libraries.

e. Access to information by citizens of North Carolina and the United States should not be restricted.

1. Funding must be allocated to subsize access to information for users regardless of their economic background. Individuals living below the poverty income level cannot afford to pay the costs associated with some information retrieval services. These users must not be denied access to information needed to educate and train them so they can attain a higher income level. Small businesses must not be denied access to information that will help them grow, develop, and be more competitive with larger businesses and industries.

2. Access to information should not be restricted by State or Federal Regulations.

NORTH CAROLINA LIBRARY PARAPROFESSIONAL ASSOCIATION/NCLA

Library paraprofessionals are generally defined as employees, regardless of their titles, who do not hold a Masters Degree in Library Science. The paraprofessional comprises the largest percentage of a library's workforce. Therefore, in preparation for the 1991 White House Conference on Library and Information Services, the North Carolina Library Paraprofessional Association (NCPLA) has identified five major areas of concern for discussion.

CONTINUING EDUCATION/CERTIFICATION

Through surveys, questionnaires, and general discussions, the overwhelming majority of paraprofessionals have indicated that they are interested in continuing their education but are not interested in obtaining a Masters Degree in Library Science. To aid in the continuing education process, NCPLA recommends that a continuing education position be added to the State Library staff, with special emphasis on the role of the paraprofessional. It is further recommended that a program of continuing education classes for certification of the library paraprofessional be incorporated within the community college system. The State Library would then be encouraged to recommend to those libraries who receive state aid a minimum entry level salary for those certified paraprofessionals.

To further strengthen the program, the NCLPA recommends that an advisory council be appointed, which shall include at least one paraprofessional, to provide on-going leadership, coordination, and evaluation.

SKILLS DEVELOPMENT

Despite the fact that people are the most important asset of libraries, very little money is budgeted for skills development training. Paraprofessionals are receiving very little of the employee training dollars even though they are the largest segment of the library workforce. Increased funding is needed for training programs for the paraprofessional in several areas, including reference interviews; listening and writing skills; communication techniques; interpersonal relations; public speaking; programming; time management; storytelling; arts and crafts; and the use, repair, and technology of library audio visuals.

The American Library Association (ALA) needs to become more aware of the need for skills training. The recent appointment of the Subcommittee on Library Education is a start, but it does not go far enough. A more positive approach would be the establishment of a standing committee within ALA to address all concerns of the library paraprofessional - including, but not limited to, education.

Only a program of on-going training and a proportionate share of the training dollars will allow for all employees to adapt to the changing world of information. Quality training must be individualized to fit the library environment. It must begin at the entry-level and continue throughout one's career.

AUTOMATION/NEW TECHNOLOGY

Since automation and other new technologies have burst upon the library scene, many library tasks have been completely altered. Paraprofessionals, with little or no previous computer experience, now find themselves ill equipped to understand automation, OCLC, CD ROM, and data base searching. The concepts and terminology of microcomputers, and electronic mail and informational formats have been thrust upon the paraprofessional without adequate preparation. In order to ensure that patrons will be well-served, all library employees must be trained and kept up-to-date.

PUBLIC AND PATRON RELATIONS

Library paraprofessionals take very seriously their responsibility to the public, but they need additional training in the skills to handle problem patrons, latchkey kids, and the homeless. There is much confusion in libraries today over patrons' rights and what is the legal authority of the library staff. This issue needs clarification, especially for those persons who deal directly with the public on a daily basis.

TRAINING FORMATS

On-the-job experience and attendance at exhibits and workshops have proved to be helpful formats for learning, but the demand for information just keeps growing. To keep abreast of what is happening in the fast-paced world of information, different formats are needed to facilitate the learning process. The traditional formats of seminars and workshops need to be enhanced by including satellite programs, teleconferencing, small-group networking and discussion groups to be held regionally and state-wide. All of these formats will help the library paraprofessional to be a better trained employee and thus more prepared to help all library patrons.

NORTH CAROLINA PUBLIC LIBRARY DIRECTORS ASSOCIATION
AND
NCLA PUBLIC LIBRARY SECTION

Public libraries are essential to the life of a democracy. Easy access by all the people to the recorded history of civilization is a primary factor in maintaining the health of a free society by encouraging an educated citizenry.

The public library is unique in having the mission to serve all citizens - without regard to age, gender, educational or economic level, religion or creed. The public library is one of the few public institutions which does seek to serve every member of society. However, given their limited resources, public libraries cannot be all things to all people.

Each public library is shaped by the community in which it operates. Successful public libraries are in touch with local needs and strive to meet those needs. Traditional services include provision of books and audiovisual materials, reference and information services, assistance to patrons in selecting from the local collection of materials, outreach to the local community, and programming for both children and adults.

Prudent investment in computer and data communication technology enables public libraries, especially in rural areas, to provide greater access to a wider range of information.

Issues to Consider:

1. How can public libraries secure the needed financial resources to serve their patrons with a well-selected current collection of books and other materials?
2. How can public libraries ensure the best possible quality of service delivered by well-trained and courteous professionals and support staffs who have both the desire and ability to help patrons?

3. How can public libraries throughout the state provide the same level of basic service so that every citizen of the state has equal access to materials and information?

4. What procedures can be put in place to guarantee cooperation among various types of libraries - school, college, special - with public libraries so that patrons have a variety of resources available to them?

5. In most communities when the school library closes, the public library IS the school library. How can school and public librarians work together to ensure the best library service for young people?

6. Small business depends upon public libraries for vital information. How can the public library provide the best library service for the business community?

7. What is the appropriate role for public libraries in the effort to improve the nation's literacy rate?

8. How can automation and computer technology be used to enhance public library service - to make things easier for the patron rather than making it harder for him/her?

9. North Carolina has a fine heritage of good public library service. With increasing competition with other agencies for local, state, and federal dollars, how can sufficient resources be acquired so that good public library service can survive into the future?

SPECIAL LIBRARIES ASSOCIATION
NORTH CAROLINA CHAPTER

Special libraries in North Carolina share an interest in many of the same issues as other types of libraries in the state, but we also have specific issues to bring before the Governor's Conference. There are over 200 members in the North Carolina Chapter of the Special Libraries Association. These librarians serve industry, business, research, educational and technical agencies, medical schools and hospitals, government, special departments of public and university libraries, the news media, museums and other organizations both in the for-profit and not-for-profit sectors. Half of our members are in the corporate sector. U. S. industry has recognized that improved productivity (one of the themes of the Governor's Conference) and competitive advantage depend on how well information is utilized in developing products and services. The issues presented below affect the delivery of information, the transfer of that information into knowledge, and the application of knowledge to improve productivity.

- **Assure open access to government data and government publications.**

  In a free-market system, government research findings are often translated into applied results through the efforts of private industry. Government agencies on the state and federal level must be encouraged to make their information widely available through continued support of the National Technical Information Service, Government Printing Office, and the publishing wings of state government. Both the state and the federal document depository systems must be supported to make these government reports widely accessible in libraries. Not only will this contribute to our economy but also it will promote the free flow of ideas so necessary for a democracy.

- **Support the State Library and the N. C. Information Network.**

The State Library started the N. C. Information Network by using federal funds to promote multi-type library networking. Through this computer network, special libraries are able to find which other libraries hold needed materials to be borrowed through interlibrary loan. By means of an electronic mail and bulletin board system, librarians have fast access to each other across the state. The sharing of resources through the NCIN results in a monetary savings for all types of libraries. Funding for continued support and additional development of this system must be attained.

- **Support continued development and use of new technology and standards.**

Microcomputers have already become an integral part of most special libraries as they have with most business offices. Research needs to be supported to develop new ways of using microcomputers, telefacsimile, and optical discs for storing and delivering huge quantities of data. Developers of large databases need to be encouraged to make their databases available on compact discs-read only memory (CD-ROM) for use in libraries and offices. Producers of computer hardware and software must be encouraged to use standards for compatibility to promote the exchange of information.

- **Support the preservation of books and all media.**

Increased funding must be found to develop new ways of preserving our brittle books and journals. The Library of Congress has made a good start, but more research and development is called for to make preservation practical. Corporate libraries are often small, keeping publications just from recent years. We rely on larger research libraries to preserve the older materials so they will be there when we need them. In addition to finding ways to preserve original works, we need to encourage the use of computer-based digital scanning technology to store copies of journals and other materials on optical discs, perhaps as a replacement for microfilm.

- **Seek ways to keep down the high cost of technical journals.**

The price of scientific and medical journal subscriptions has increased tremendously over the last decade, by as much as two or three times the rate of inflation. Many libraries in our state--including the university research libraries--are being forced to cancel subscriptions because they are not receiving increased funds to cope with increased prices. This has a trickledown effect on smaller libraries, especially corporate and technical libraries which cannot afford the higher priced journals, either, yet can no longer rely on finding them at the universities. Cheaper alternatives to the standard journal medium must be developed--computer-based electronic journals, for example, which could be

- **Publicize the important roles of librarians in all types of settings.**

Librarians and information specialists in technical libraries are an integral part of the organization team. Public relations efforts on the state and national level need to be made to publicize and acknowledge the importance of libraries to their constituencies, including the contributions of special libraries to the business world. A public relations campaign needs to include all types of libraries, for the images of all kinds of libraries are interrelated; improvement in the public's understanding of the important role of any one kind of librarian will reflect on all other librarians. This recognition of the profession will result in increased willingness to fund library programs and improve salaries for librarians.

1990-1991
North Carolina Governor's Conferences
on
Library and Information Services

NORTH CAROLINA'S LIBRARIES

Their Role

Statements of Mission and Purpose

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Chapel Hill

1983

Developed by an Advisory Committee for the North Carolina Department of Cultural Resources, Division of State Library.

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NORTH CAROLINA'S LIBRARIES

Their Role

Statements of Mission and Purpose

The New Walter Royal Davis Research Library,
The University of North Carolina at Chapel Hill
Photo credit: UNC Library Photographic Service

Increasingly citizens realize that the quality of their libraries will affect all facets of North Carolina life — economic, technological, educational, cultural, and recreational. Heightened interest in the support of libraries comes from an understanding of the demands that educational excellence places on all types of libraries. These demands begin with the preschool child and continue through all levels of formal education, and the need for library service remains through a person's working life and into retirement years. A trebling of membership in public libraries friends organizations in the past two years, to a current total of approximately 19,000, is the most visible manifestation of the growing public recognition of the value of libraries.

North Carolina's libraries reflect the marvelous diversity of the state itself. They share similarities and they take pride in their differences. Within budgetary constraints, they try to meet the specific needs of their users. These needs can vary considerably, for North Carolina's libraries are located in regions that include the scenic western mountain areas, the textile and manufacturing belt of the Piedmont, the high technology and scientific exploration of the Research Triangle, the agricultural zones of the east, and the recreational areas of the coast.

To meet diverse needs the state relies on many types of libraries. Three hundred and fifty-two public libraries and sixty bookmobiles serve communities with populations totaling 5,900,000. Over 2,000 libraries serve the public schools, which have enrollments of approximately 1,129,000. Public and private colleges and universities, with enrollments of approximately 168,700 as well as community and technical colleges, with enrollments of an additional 114,400, target their libraries to the needs of their faculties and students. Governmental, industrial, and business organizations have libraries that serve the specialized needs of approximately 945,000 employees and researchers. In all, over 2,600 libraries, with more than 40 million books, serve North Carolina's citizens.

Recognizing their responsibility to a diverse constituency, librarians and their friends take seriously the Constitution of North Carolina, which states that "religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools, libraries, and the means of education shall forever be encouraged" (Article IX, Section 1).

But what of the future of these libraries in a rapidly changing, technological world? How can they meet the demands made upon them by citizens who want not only current information but also a broad range of materials such as a video tape of the last presidential debates, a documentary film from the Great Depression, a scholarly book of limited appeal published in Western Europe, and dictionaries and encyclopedias in Japanese and Chinese or Spanish and Portuguese? Satisfying these demands is often

- difficult (who has this material and can we borrow it?);
- expensive (acquiring, cataloging, and preservation add significantly to the high original cost of the materials themselves); and
- necessary (one cannot deal in commerce with the non-Western world without understanding something of the language and culture).

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What role does each type of library play in satisfying citizen needs? And what can libraries do to meet those needs most effectively?

As citizens reflect upon these issues, many are asking if all these libraries are really necessary. Are there too many libraries and too many duplicative resources? In answering these questions two points should be considered:

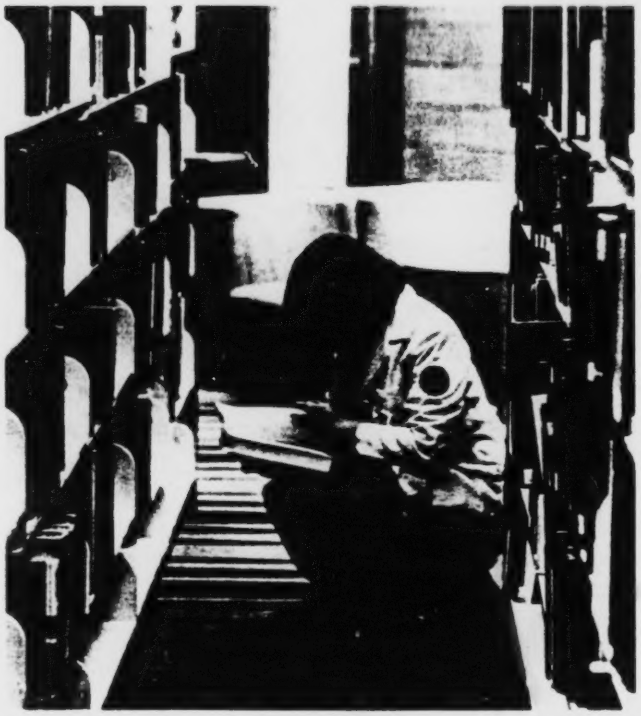
> **1) all libraries must have heavily used reference works and standard current books to meet the needs of all citizens, and**
> **2) some libraries require highly specialized materials to fulfill requests from researchers who are creating new knowledge and new products.**

For example, the users of public libraries, school libraries, community college libraries, university libraries, and special libraries all refer to encyclopedias and dictionaries. The *Encyclopedia Americana* in a public library a mile away will not serve the elementary or secondary school student who must consult it immediately for a class assignment. Similarly, a single copy of a classic dramatic work will not serve a class of fifty students for an assignment that may be due in a week. Thus, some duplication is essential to provide the means of education that the state constitution declares shall "forever be encouraged." Unfortunately, many libraries in North Carolina still lack an adequate stock of these frequently sought books and magazines.

Most libraries can provide good service from relatively small, well-selected, and constantly updated collections. Yet citizens often have specific or unusual information requirements that go beyond the capacities of these basic collections. For instance, what is the cost of shipping coal from Wilmington, N.C., compared to shipping it from Portsmouth, Va.? Whom can I contact to obtain information on chemical journals published in non-Roman alphabets? What are the locations of the earliest known texts of the New Testament? In how many countries does Exxon operate?

Materials that are used infrequently can be held by only a few libraries, provided all citizens can have access to them in a reasonable period of time. Libraries throughout the state are working together to achieve that goal. The research libraries in the Research Triangle area, noted for their large collections of books and journals, have developed agreements for purchasing materials in different specialties and have long maintained a tradition of making these materials available. The new Foreign Language Center at the Cumberland County Public Library makes available to the entire state current books published in foreign languages. The state's libraries are linked in various ways so that books can be located and lent to the individuals who have requested them. The North Carolina Union Catalog provides a record of libraries that own a particular book; this enables libraries to borrow books from each other. The State Library's In-WATS service, a toll-free telephone line available to all libraries, is used to determine the nearest library owning a needed book or to obtain the answer to a specific question that the local library may not be able to answer.

If libraries are to cope with the "information explosion" generated by today's complex society, cooperative efforts such as these will be even more essential in the future. The publication rate of new books and editions in America alone now stands at approximately 50,000 titles per year. A single library can acquire only a relatively small portion of this number. However, thanks to computers and library networks, the North Carolina citizen of today can secure far more information than his or her predecessor could have dreamed possible. Through the coordination of state library planning with that at the regional and national level, North Carolina's residents will continue to receive information that will help them to discharge their duties as citizens and to enrich the quality of their lives. But they will still need to obtain much information through libraries at the local level where they live, work, and study — through small libraries and large libraries; elementary and secondary school libraries; public libraries; community and technical college libraries; college and university libraries; and specialized libraries.



Staff Member Searches for Medical Information, Duke University Medical Center Library, Durham. Tony Rumple, Photographer.

The intent here is to explain the rationale for the different types of libraries, briefly state their missions and purposes, and outline the benefits that citizens may expect from each. These statements of mission and purpose should also assist librarians, library trustees, and administrators as they define the mission of their own particular library agency.

THE MISSION STATEMENTS

This document explains the necessity for diversity by illustrating the role each type of library plays in the lives of North Carolina's citizens. The various statements are based upon the premise that library service should be 1) designed to meet the needs of the community served, 2) provided by competent library professionals, 3) based upon adequate collections of books and other materials, and 4) housed in suitable quarters.

PUBLIC LIBRARIES

The Haywood County Public Library, Waynesville.

MISSION

To make available the recorded knowledge of civilization, in whatever format, to all citizens and thus promote and foster the free flow of information and ideas.

The public library is a valuable resource that can help people of all ages to become better members of their families and communities and to prepare them for a more complex society in the future. In this age of mass communication the public library emphasizes service to the individual — be it a child, a senior citizen, a high school student, a homemaker, or a professional. Since public libraries focus on serving the individuals in their own communities, the book, phonograph record, film, and other collections will reflect the differences in local interest and needs. One would expect, for instance, the collection of a public library in Asheville to have extensive materials on Thomas Wolfe and mountain crafts; that of Southern Pines and Pinehurst, on golf; and that of Winston-Salem, on the Moravians. Each public library will thus establish its own goals and objectives to reflect the unique characteristics of its community. Current professional literature further emphasizes the necessity of evaluating the effectiveness of the services and resources offered by the public library to ensure that they are tailored to the community's needs.

Traditionally, the public library has provided materials, services, and programs to support the educational, informational, leisure, and cultural needs of the user. These four broad objectives will undoubtedly continue to be essential components of the public library's mission in the future.

Objective I

EDUCATION

To provide opportunity, guidance, and stimulation for personal growth.

I.1. To assist with self-education and development.

From the child who is just beginning to comprehend a picture on a page to the senior citizen who is pursuing new interests, the public library offers materials and services to support a process of lifelong learning for each individual. The public library is an especially important resource for the approximately three-fourths of the population that are not enrolled in formal educational programs.

I.2. To supplement formal education programs.

Since few schools, colleges, or technical colleges can hope to have the entire range of materials needed to support a demanding curriculum, the student should be able to turn to the public library as a supplementary source of information. In some instances the public library will provide material not found in the library of the educational institution, whereas in others it will provide additional copies of standard works that are in heavy demand.

Objective II

INFORMATION

To provide the individual with timely and accurate information.

II.1. To build the collections of books and other materials and to offer services necessary to make the library an effective information center.

All citizens need information for the better conduct of their daily lives. These information needs can range from a factual question ("Who is my congressional representative and how can I contact him or her?"), to a request for guidance ("Can you recommend a good book on child psychology?" "Where can I find information about the situation in the Middle East?"), to the provision of census data, trade names, and manufacturers' addresses for a local small business.

In these days when individuals are bombarded with increasing quantities of information, the public library — which specializes in selecting, assembling, organizing, preserving, and making information available — is indispensable to the general public. The librarian can match an individual's interests with materials from the collection and can explain what the library has to offer.

II.2. To serve as a place where individuals can go to obtain information located in other libraries.

The public library serves as a point of access for those seeking specialized information, such as a person in business who wants current marketing data for the Southeast or the traveler who would like to see a book describing the treasures of the National Gallery of Art in Washington, D.C. To serve these users who seek materials not included in the library's collections, the library cultivates cooperative arrangements with other libraries and agencies, both public and private.

Objective III

LEISURE

To improve the quality of life by providing materials for the productive use of leisure time.

Labor-saving devices and a shorter workweek have resulted in more leisure time for many citizens. Greater numbers are also reaching retirement age; in North Carolina, senior citizens will comprise 13 percent of the state's population by the year 2000. The public library can provide materials and programs that will result in satisfying and rewarding activities to occupy this leisure time. Here, too, individual tastes and needs will vary: sources for relaxation can include magazines, "how-to" books on crafts and hobbies, literary classics such as *War and Peace*, the latest murder mysteries, biographies of prominent figures, phonograph recordings of symphonies, manuals that explain how to generate graphs on a home computer, or books about current social problems.

Objective IV

CULTURE

To serve as a meeting place for cultural activities and to promote participation, enjoyment, and appreciation of the arts.

IV.1. To provide a variety of cultural activities.

Through its collections and sponsorship of lectures, story hours, concerts, exhibitions, theatrical performances, films, and other activities, the library can enrich the cultural life of the community.

IV.2. To cooperate with groups and organizations in promoting cultural activities.

The public library can work with cultural groups such as arts councils, symphony societies, historical societies, literary clubs, and genealogical organizations in many ways. The library can help publicize their activities, cosponsor events, and assist them in locating and using materials for program planning, projects, and the education of members.

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INTRODUCTION
TO
LIBRARIES IN EDUCATIONAL INSTITUTIONS

In many ways the libraries of formal educational institutions (i.e., elementary and secondary schools, community and technical colleges, four-year colleges and universities) share similar missions. Their fundamental task is to support the formal educational programs of their respective institutions. Although basic skills are taught in all of these institutions, they are taught at different levels. Therefore, while the libraries may need some of the same books, magazines, and nonprint materials, they also need titles that are unique to the educational level their students have attained. The following statements reflect both their similarities and their differences.

Students at Lynn Road Elementary School, Raleigh, hone their information skills.
Photo by Bruce Clark

School Libraries

MISSION

To reflect and support the curriculum of the school and to enhance the teaching/learning process from kindergarten through twelfth grade.

The school library* is essential for the education of North Carolina's children, since its resources and services provide the foundation for the teaching programs. The legislature of North Carolina has mandated a basic program (General Statute 115C-81) to answer the question, "What shall the schools teach?" The *Standard Course of Study*, developed by the State Board of Education, includes the following six major areas for kindergarten through grade twelve:

1) Citizenship (social studies — economies, history, government, sociology, and human relations);
2) Communications (the use of English and foreign languages and literatures in written, visual, and oral forms);
3) Cultural Arts (fine and performing arts, including visual art, dance, drama, and music);
4) Healthful Living (personal and community health, physical education, recreation, and safety);
5) Mathematics and Science; and
6) Vocational Education (the choice of appropriate vocations and the development of skills and techniques for specific occupations).

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* The term "school library" is used here to mean school library/media center, instructional materials center, or the media center.

Objective I

SUPPORTING THE CURRICULUM

To select and provide materials and equipment to support curricular programs.

Today's student requires more than a single textbook in a self-contained classroom. In order to meet varied individual needs, school libraries provide a wide range of instructional materials at all levels of ability. The school library contains hardbound books, paperback books, pamphlets, magazines, clippings, pictures, slides, records, cassettes, games, microforms, video tapes, transparencies, posters, maps, globes, films, filmstrips, and computer software to support various learning experiences.

Depending on the number of students in different grade levels, the reading abilities represented, and the content of the curriculum, each individual school library will have a common body of materials as well as some items unique to its own school. For example, in teaching citizenship one school may emphasize the heritage of the American Indian, while another may emphasize the colonial settlers. Since students in the elementary and secondary grades are still learning how to analyze information, it is particularly important that the school library collection be kept up to date.

Objective II

TEACHING INFORMATION SKILLS

To help students develop inquiring minds and to assist students in making effective use of information.

A key role of the school librarian is to instruct students in locating, evaluating, and using information from a variety of sources. Students require guidance throughout their schooling. For younger students, an information skills lesson may focus on learning how to use the table of contents, while a college-bound high school student may learn how to use a computerized index. Effective use of information requires knowledge of the type of materials most appropriate for the specific learning task. The school librarian not only teaches information skills but also fosters new interests by encouraging individual exploration and inquiry.

Once students have learned study and reference skills, they will be better prepared to function in a knowledge-based society.

Objective III

ASSISTING SCHOOL PERSONNEL

To provide assistance to teachers and other school personnel and to provide materials for professional growth.

The school library is an important source for teachers in the planning and design of classroom instruction. The school librarian assists in the evaluation, selection, and use of a wide variety of resources for the teaching/learning process. Such assistance may involve the production of instructional materials for class use.

The school library also provides books, magazines, and cassettes of up-to-date information that enhance continued professional growth.

Objective IV

ENCOURAGING LEARNING BEYOND THE CLASSROOM

To encourage students to read and to explore interests that lie beyond classroom activities.

The school library encourages each student to expand his or her reading, listening, and viewing interests. By using library materials, students have learned how to write programs for microcomputers and how to turn an empty closet into a radio station for their school. Others have participated in book clubs and have written and illustrated stories of their own. Some have become exchange students after reading extensively about foreign countries. The school library serves as a stepping-stone to the use of other library resources in the community and to the formation of a life-time habit of library use.

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Further sources pertaining to mission statements for school libraries:

Division of Educational Media, North Carolina State Department of Public Instruction, Raleigh, North Carolina. *Media Program Recommendations: Guidelines for School Media Programs at the Individual School and Administrative Unit Levels*, approved by the State Board of Education in June, 1981.

American Association of School Librarians and the Association for Educational Communications and Technology. *Media Programs: District and School*. Chicago: American Library Association, 1975.

Reference Librarian Ginger Grunke instructs Craig Needham in the use of a microform reader/printer. Sanderson High School, Raleigh. *Photo by* Bruce Clark

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Community and Technical College Libraries

Students using video and audio casettes at Wayne Community College Learning Resource Center, Goldsboro.

MISSION

To reflect and support the curriculum of the community and technical college and to enhance the teaching/learning process for students, faculty, and the local community.

Institutions in the community college system offer a wide variety of training and educational programs at the two-year college level. Their programs, as mandated by the legislature (General Statute 115D-1), may include the following:

1) Technical programs, which prepare individuals to enter fields such as computer programming, dental hygiene, or business administration;

2) Vocational programs, which train individuals for employment in skilled occupations such as welding, electrical installation and maintenance, practical nursing, or auto mechanics;

3) College transfer programs, which provide individuals with the opportunity to complete up to two years of a four-year undergraduate bachelor's degree program;

4) General education programs, which allow individuals to broaden their education through courses tailored to personal interest, growth, and development;

5) Elementary and high school equivalency programs, which provide instruction in the basics (reading, writing, and mathematics) and allow individuals to complete their elementary and high school educations; and

6) New and expanding industry programs, which train workers to meet the specific needs of a particular industry.

To support these programs, each college has a multipurpose library (often called a Learning Resource Center) with materials appropriate for each instructional program. All resources and services contribute to a learning environment for the development of the commuting student.

Objective I

SUPPORTING THE INSTRUCTIONAL PROGRAMS

To select, design, and produce instructional materials needed by both students and faculty.

Because the community and technical colleges serve a student body of varying ages and interests, the library/learning center offers a wide range of materials in traditional and nontraditional forms. In addition to providing standard printed materials such as books, vocational and technical magazines, and manuals, the library/learning center also designs and creates instructional aids such as audio recordings, video tape programs, slide programs, overhead transparencies, graphics for posters, and brochures for classroom use and also provides commercially prepared audiovisual materials.

To illustrate, a student in courses on digital equipment repair, nuclear medicine technology, or marine construction will need different resources from those of a college transfer student who requires traditional printed materials in literature and social science. For the adult basic education or high school equivalency

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programs, instructional services are relatively more important than materials.

Because technology is changing so rapidly, it is crucial that all materials be carefully selected and that they be up to date.

Objective II

PROVIDING INSTRUCTIONAL ACTIVITIES

To instruct students in basic skills and to assist them in making effective use of information in many formats.

The library/learning center provides both group and individual instruction. For example, the student in the adult basic education or high school equivalency programs is given assistance through programmed materials, small group discussions, and individual attention. Other alternative delivery systems include cable programming, telecourses, and open entry/open exit classes.

In addition to traditional classroom studies, self-instructional courses for credit are self-paced with flexible scheduling. For students in courses such as auto mechanics and refrigeration repair, the librarian may teach skills in locating and using appropriate manuals. For college transfer students, the librarian teaches use of traditional indexes such as the *Readers' Guide to Periodical Literature* and the *Business Periodicals Index*.

Objective III

ASSISTING THE FACULTY

To provide assistance to faculty and staff.

The library/learning center develops workshops for faculty in the production and use of audiovisual materials and equipment. The librarian also assists in the selection and evaluation of resources for specific courses. In some colleges the librarian is the major source for information on changing instructional technology.

The library provides a current collection of books, reports, magazines, etc., on the community college and on instructional methods for continued professional growth of the college faculty and staff.

Objective IV

PROVIDING OPPORTUNITIES FOR LIFELONG LEARNING

To encourage students and other adults in the community to continue their growth and development.

The library/learning center has a special responsibility to maintain an open door for all adults in the community. Many who use the library are working men and women who attend classes to prepare themselves for better jobs. The library provides materials to keep them up to date in their fields.

As more citizens reach retirement age, they look for other avenues of part-time employment and productive use of their leisure time. Courses in personal and community health, local history, and the arts attract these senior citizens. The library/learning center's resources and services allow these people to continue their own self-paced learning.

In offering these services to the community, the librarians cooperate with school and public libraries and other agencies so that a wider range of materials is available.

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Further sources pertaining to mission statements for community and technical college libraries:

Association of College and Research Libraries and the Association for Educational Communications and Technology. *The Guidelines for Two-Year College Learning Resources Programs (Revised)*, approved on June 30, 1981. The guidelines appeared in the *College and Research Libraries News* in January and February, 1982.

Southern Association of Colleges and Schools, Commission on Colleges. *Criteria for Accreditation*. (To be presented to the College Delegate Assembly, December, 1983, New Orleans, Louisiana, for final approval.)

FOR THE DECIDED OR UNDECIDED YOUR CAREER EDUCATIONAL CHOICES CAN BE FOUND HERE
NO!
I DON'T KNOW WHIC
OCCUPATIO
INTEREST
coin
THE PROFILE SYSTEM
HOW TO DECIDE UPON A CAREER
IN USE
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Career Education, Learning Resources Center, Guilford Technical Community College, Jamestown.
Photo by Guilford Learning Resources Center Staff

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Four-Year College and University Libraries

At Left, Reading Room, Hunter Library, Western Carolina University, Cullowhee. *Photo by* Harry Duke, Western Carolina University, Office of Public Information. Right, Student studying in E.H. Little Library, Davidson College, Davidson. *Photo by* News Bureau, Davidson College.

MISSION

To support the teaching, research, and public service programs of the college or university.

The Commission on Colleges of the Southern Association, which accredits colleges and universities in this region, states that "because the library is essential to learning, each institution must have a library which provides the primary and secondary materials needed to support its purposes and programs" (*Criteria for Accreditation*, 1983, p. 47). The mission of the college or university library is thus derived from the mission and programs of the institution itself. All colleges and universities provide programs in the liberal arts, but each may also have distinctive graduate and professional programs. At the bachelor's degree level the emphasis is on teaching. At the graduate and professional degree level (e.g., master's and doctoral study), the emphasis is upon professional training and research. Thus, a library that supports only an undergraduate program will differ significantly from a research library, which may support doctoral study in many fields.

Priorities for acquiring materials and establishing services will be dependent upon the institutional purpose. A college with a student body comprised of commuting adults from a variety of backgrounds will differ from one whose student body is homogeneous and housed on campus. Normally support for faculty research will be less important in an undergraduate college than in a research university. However, all academic libraries must have an adequate collection of books and other materials in a readily accessible building, which encourages maximum use by the campus community.

Objective I

SUPPORTING THE INSTRUCTIONAL AND RESEARCH PROGRAMS

To select and acquire materials that support the instructional programs of the college or university and to ensure the continued development and preservation of distinctive materials for research.

I.1. Support of instructional programs.

Every college or university must have a basic working collection of reference books, standard texts and magazines, and supplementary materials that reflect the emphasis of the specific courses offered. For instance, one should expect to find that the library of Belmont Abbey College emphasizes religious studies; Bennett College, black studies; UNC Greensboro, women's studies; and North Carolina State University, agriculture and engineering. All, however, would have many of the same basic reference works and standard magazines. These resources should encourage the pursuit of knowledge and have sufficient depth to stimulate intellectual curiosity.

I.2. Support of research programs.

Institutions that offer graduate or professional degrees require a much larger collection of the world's literature than those that confine their programs to the bachelor's degree. Research libraries contain not only the basic bibliographies and books in each degree field but also major periodicals in related disciplines. In addition to the basic reference works and standard periodicals, these libraries need primary source materials, background materials, annotated and revised editions, publications from other countries, and supplementary materials in highly specialized fields.

The university library's services are greatly enhanced by the presence of distinctive collections such as rare books, archives, and manuscripts. These collections have regional, national, and international significance. Among the notable examples of such collections are Duke University's Confederate imprints and manuscripts and its British Commonwealth materials; UNC at Chapel Hill's Southern Historical and North Carolina collections; and North Carolina State University's entomology collection. Research libraries have a special responsibility to ensure the safety and care of such materials so that they will be available for use in the future.

Linda Griggs and Mitchell Ducey examine Allard K. Lowenstein Papers in the Southern Historical Collection, The University of North Carolina at Chapel Hill. *Photo by* Julia Shaw

Objective II

ORGANIZING AND SHARING THE COLLECTIONS

To organize the library materials acquired so that they may be identified and use effectively.

Students, faculty, and researchers cannot make maximum use of the library's resources unless they are properly indexed. The libraries of the major universities constitute the largest body of valuable research materials in the state. Therefore, complete cataloging and indexing of these collections are crucial in making them useful to all North Carolinians. The North Carolina Union Catalog enables citizens to locate and borrow from these significant collections. Through the use of computer terminals connected to regional and national networks the universities make known their own unique books and identify books in other libraries for faculty and student research.

Objective III

ASSISTING THE USER

To assist users in identifying, locating, and utilizing information resources.

In a technologically oriented society, the ability to find and use information is an essential skill. Thus, college and university libraries have an obligation to teach information skills at a sophisticated level so that their graduates can continue learning throughout their lives.

Both students and faculty require the guidance of skilled professionals in coping with numerous and complex sources of information. Working closely with individual students, librarians help them to identify and evaluate sources of information, to gain experience in using these resources, and to develop an understanding of research. Working with the faculty, librarians teach library skills to specific classes and consult with instructions on library-related class assignments. Librarians also help faculty and graduate students identify and locate materials needed for their theses and research projects.

With the increasing availability of computerized information sources, librarians have assumed a responsibility to instruct the campus community in making effective use of these new resources.

Objective IV

COOPERATING WITH OTHER LIBRARIES

To cooperate with other libraries in the advancement of scholarship and the utilization of library resources.

The sharing of library resources among all types of libraries has a long history in North Carolina, as exemplified in the development of the North Carolina Union Catalog, cooperative agreements in collection development at Duke and UNC Chapel Hill, and daily delivery service among the libraries in the Research Triangle area.

With both the specialization of knowledge and the interdependence of many disciplines (e.g., biochemistry and bioengineering), the researcher cannot rely solely upon one library, however strong that library may be. Librarians in North Carolina have developed several measures to encourage the widest possible use of their materials for the benefit of researchers. Among these are activities that 1) improve access to library materials through shared cataloging and the formation of union catalogs; 2) improve physical access to library materials through interlibrary lending agreements, reciprocal borrowing agreements that permit users from one institution to borrow books directly from another institution, and photocopying services; and 3) promote cooperative selection of books to avoid unnecessary duplication and to expand coverage of certain topics.

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Further sources pertaining to mission statements for colleges and universities:

Association of College and Research Libraries. *Standards for College Libraries*, adopted by the Association July 3, 1975.

Association of College and Research Libraries and the Association of Research Libraries. *Standards for University Libraries*, adopted by the Association of Research Libraries, October 26, 1978, and by the Association of College and Research Libraries, January, 1979.

Southern Association of Colleges and Schools, Commission on Colleges. *Criteria for Accreditation*. (To be presented to the College Delegate Assembly, December, 1983, New Orleans, Louisiana, for final approval.)

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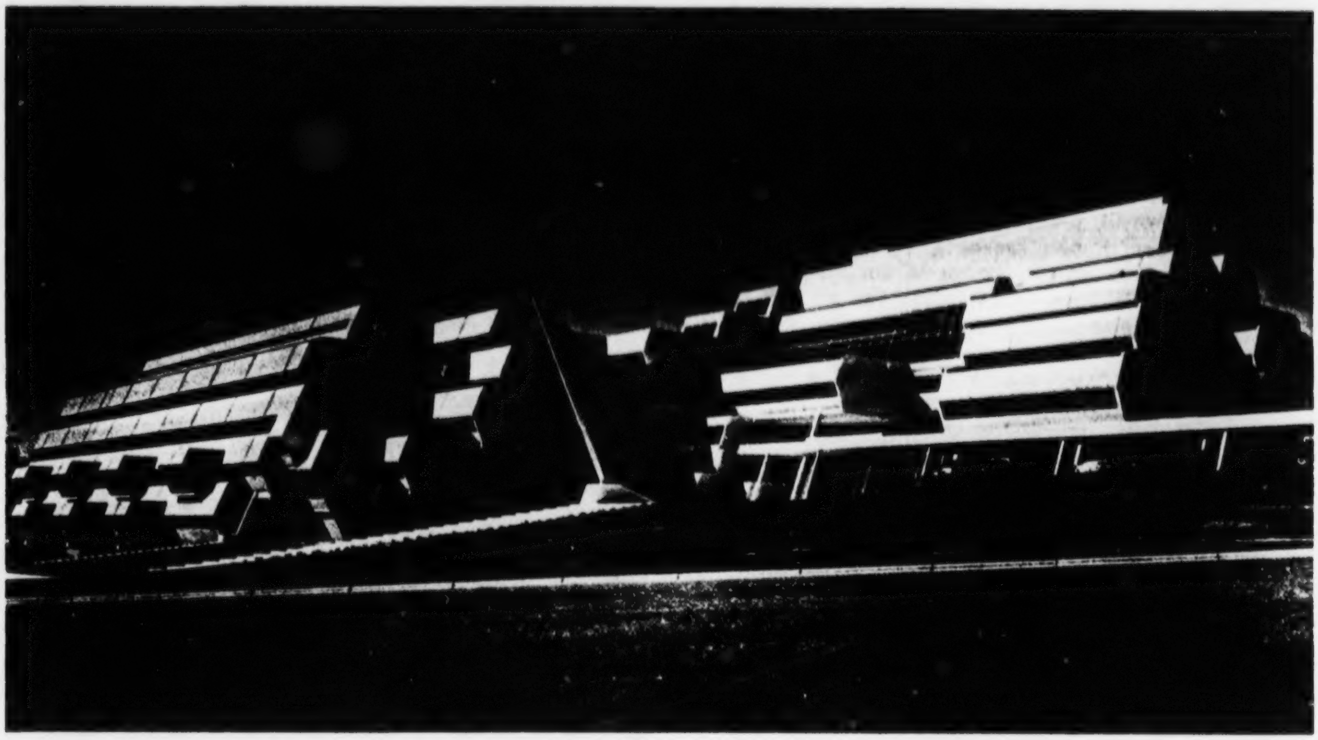
SPECIAL LIBRARIES



Burroughs Wellcome Company corporate headquarters, research laboratories and library, Research Triangle Park.

MISSION

To provide library and information services in support of the objectives of the parent organization.

The special library, like the libraries of formal educational institutions, supports a higher organizational mission. This organizational mission, however, is often narrower than that of a school, college, or university. Hence, the special library's collections and services are more narrowly focused.

North Carolina's special libraries include those that serve a business or industry (Burlington Industries or the Burroughs Wellcome Company), a profession or specialized subject area (Bowman Gray School of Medicine, the UNC School of Law, or Southeastern Baptist Theological Seminary), and government agencies or research centers (the Environmental Protection Agency or the National Institute of Environmental Health Sciences).

While comparatively few in number, these libraries add an important dimension and depth to the state's library resources through their special subject concentrations and highly trained staff.

Objective I

SUPPORTING THE ORGANIZATIONAL MISSION

To select and provide the library materials and equipment to support the mission of the parent organization.

The collection of the special library is usually focused on a single subject or a group of related subjects. A few of the subject concentrations of North Carolina's special libraries are forestry, health economics and health insurance, medicine, law, tobacco products and manufacturing, tobacco chemistry, air pollution and its abatement, air chemistry, engineering, and meteorology.

As a general rule, the collections of special libraries consist chiefly of learned journals, research reports, and government documents. In some instances the form of the materials is specialized, such as the recorded "talking books" and braille materials at the North Carolina Regional Library for the Blind and Physically Handicapped or the musical recordings at the library of the North Carolina School of the Arts.

Most special libraries have small collections and use other libraries to obtain materials and information not included in their own subject specialties. Because of their specialties, however, other libraries frequently turn to the special libraries for unique materials. For example, the best air pollution collection in the state (and probably in the country) can be found in the library of the Environmental Protection Agency in Research Triangle Park.

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Objective II

ASSISTING MEMBERS OF THE ORGANIZATION

To provide services that meet the information needs of members of the organization.

The special librarian is knowledgeable in the subject concentration of the collection and brings to the library/information center professional expertise in the identification, acquisition, organization, evaluation, and interpretation of materials. In line with the motto of the professional association, the aim of the special librarian is "Putting Knowledge to Work."

As an information expert, the special librarian is often the primary user of the library's collection. The special librarian responds to the requests of researchers for information and places less emphasis upon instructing others in the use of the library. Special librarians are often involved directly in research projects and in the synthesis and analysis of data. They also see that members of their organization are informed of the latest information in their areas of interest and that they obtain information from other libraries promptly.

Cynthia Roberts and James Boyles Provide Information for Air Pollution Researchers at the U.S. Environmental Protection Agency Library, Research Triangle Park.

Gerald Holmes Verifies Technical Reports from the National Technical Information Service via Computer Terminal at the U.S. Environmental Protection Agency Library, Research Triangle Park.

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END NOTE

Collectively, North Carolina's libraries contain over 40 million books, 286,000 periodicals, and thousands of films, slides, government documents, photographs, recordings, maps, transparencies, sheet music, and other specialized items. They employ over 7,000 staff members dedicated to making these materials useful and available. Our libraries are truly an invaluable resource. These libraries vary by type and, while they have similarities, they have important differences in their primary missions. It is hoped that this short publication will lead to a better understanding of the vital roles libraries play in our educational, economic, and cultural life and that it will result in the public support necessary for their continued improvement.

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This publication was funded under the Library Services and Construction Act, Title III (P.L. 95-123). The opinions expressed herein do not necessarily reflect the position or policy of the Office of Educational Research and Improvement or the Office of Libraries and Learning Technologies, United States Department of Education, and no official endorsement should be inferred.

DEMOCRACY
LITERACY
PRODUCTIVITY

THE WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES

JULY 9-13, 1991

Discussion Papers

Preface

This collection of discussion papers on the role of Library and Information Services in **furthering literacy, increasing productivity and strengthening democracy** is one of many publications and projects either in support of or which will result from the White House Conference on Library and Information Services.

The 1991 Conference is mandated by Public Law 100-382 and conducted under the direction of the National Commission on Libraries and Information Science. It is charged with developing recommendations for the further improvements of the nation's library and information services.

By focusing on three main topic areas as they relate to library and information services--literacy, productivity and democracy--the Conference stands on the cutting edge of issues critical to the United States now and in the 21st century.

The process, which began last year, includes preconference activities in 59 states and U.S. territories and affords thousands of citizens the unique opportunity to play a hands-on role in the public policy making process. The recommendations created by the Conference will be forwarded to the President and Congress for their action. Numerous recommendations created during preconferences will be forwarded to state officials for innovations in services at that level.

The 1991 White House Conference on Library and Information Services is the second of its kind. The first, held in 1979, created specific recommendations which resulted in intensified efforts to use technology to preserve books and papers, increased use of satellite communications, an active role for libraries in adult literacy training, improved services for the institutionalized, adoption of standards for telecommunication and computer technology and federal assistance in the provision of library services to Native Americans.

These discussion papers were written at the request of the White House Conference staff. We thank the authors, Dr. Patricia Senn Breivik, Paul E. Shay, and Dr. Timothy S. Healy for their efforts. This publication is designed to generate thought and debate. The opinions stated are those of the authors, and do not necessarily reflect the opinions of the White House Conference on Library and Information Services Advisory Committee or staff.

THE LIBRARY IN SERVICE TO DEMOCRACY

by Timothy S. Healy
President, The New York Public Library

Libraries, like universities, exist to serve the societies that support them. Librarians, thus, are engaged in what modern terminology calls a *service industry*. In a democracy, however, the simple word *service* has another dimension to it. Under any republican form of government, where knowledge and understanding must be attributed to individuals as citizens and voters, the service rendered by libraries is as necessary as that of the press, the colleges or the schools. In less political and more philosophical terms, libraries exist essentially in **service to freedom.**

Let me first of all give a quick and dirty definition of The New York Public Library. It is public only in the old Roman sense, that it exists for the people, is open to all the people and has disposed itself across the landscape to make that openness a geographic reality. In every other aspect it is private. It is governed by a self-perpetuating Board not appointed or approved by any public or political authority. The heart of its being, its great research collections, are supported only by private dollars, in the form of endowment, gifts and what small revenue The Library can itself engender.

The full corporate title identifies it as The Astor, Lenox and Tilden Foundations, a potent combination of two wealthy collectors and one able politician. The Library has three great central collections, the comprehensive one at 42nd Street and Fifth Avenue, a research collection in the performing arts located at Lincoln Center and the Schomburg Center for Black Culture smack in the middle of Harlem. All of these are private, and except for the upkeep of their buildings, privately funded. In addition, The Library has 83 branches spread throughout the boroughs of Manhattan, the Bronx and Staten Island all run under contract With the city.

One further short paragraph in defining my turf. The Library has some nine million volumes in its central collections and another nine million in its circulating collections. The total number of objects and artifacts (not strictly defined as books) is over 60 million. The Library subscribes to 169,000 periodicals. It is the only great library in the United States to have a branch system reaching out to its city and the only one to lack either a special clientele (like the Library of Congress) or an arbitrarily limited one (like Harvard and other university libraries).

The entire enterprise is a service industry. We serve in three ways. First we serve through great collections in an enormous variety of subjects and some 3000 languages and dialects. Secondly we serve by each day's work; we answer questions, we follow up inquiries, we give aid to scholars and undergrads, to commercial researchers and poets, to everyone who asks. Finally, and in a republic this service is the most important, we serve by our very being.

The service of great collections is fairly obvious. They provide information for immediate use, they buttress the longer reach of scholarship, and experience, not on *a priori*, tells us that we are of enormous use to novelists, playwrights, essayists and poets. As always in New York, things are also complicated. So I should add one further service, our labor to remake the American imagination by integrating into it the Black experience of the United States. We do that most specifically at the Schomburg Center, but the very existence of such a center with its several million items influences the rest of the system and the city.

When it comes to the direct service of the citizens of the city, we are really as multiplex as we are in research. We put together the only complete book, in both English and Spanish, of all the services, both public and private, available to citizens of the city. But most of this direct service is personal, answering questions, enabling research, helping readers through bibliographies. We respond to over five million inquiries in person or by telephone every year, and our people are more responsible for what little organization many American Ph.D. theses have than anyone is prepared to credit. In addition, we answer readers' puzzlements, sacred and profane, earth-shattering and trivial. There are no written languages that are not available to our readers, and we are the nation's premiere provider of bibliographies for children, pre-literate, literate and teenaged.

I said before that our final and perhaps most important service was that of our very being. In some ways that service is clearly obvious. In parts of a city that speak of danger, squalor and despair, our branches, with their ordered ranks of books and helpful people speak of safety, of cleanliness, decency and, above all, of hope. In the most unlikely places on earth, some of the toughest parts of very tough cities indeed, we mount little Acropolis' that in a quiet way are shining glories on the landscape. A further condition needs to be understood. The service of our being is for free. Nobody pays to come to us, nobody pays to question us, nobody pays to borrow from us, unless they are dilatory in returning. Our open doors, our free service and the generosity of our people all teach one thing by themselves, and that thing is freedom.

I'm quite deliberately picking the tough anglo-Saxon word with its suggestive suffix rather than the more abstract and slippery Latin-French concept which English transliterates into the word *liberty*. In doing that I am paying honor to the genius of the language which remains blessedly anglo-Saxon. I also want to hold on to the three classic meanings of that suffix "dom." Thus, when I write of freedom, I am writing of a domain, a kingdom into which free entrance is granted. I am also writing of a state of being, a gift of person which anyone can claim. Finally, following the dictionary's order, I mean the collective world of all who share that gift and are citizens of that domain. Let us look for a minute at some of the philosophical implications of the word itself and of our teaching of it.

The library begins its work with children, and it is appropriate to start our reflections on freedom with a child's definition. That is what the Latins would call "freedom from" or, in perhaps more mature terms, freedom as escape. I have already mentioned the escape from danger, squalor and despair which a library by its very being offers. But we offer something deeper. The first freedom reading grants is freedom from ignorance. Knowing has been acknowledged as a human good ever since Aristotle and the Book of Genesis. Remember that the serpent, when he talked to Eve, promised, "you will know God," and that knowledge is a claim to equality. In great cities, probably the greatest escape we can provide is escape from prejudice, racism and slavery to slogans. If one can slip the bonds of space and time and thus enter a world that is neither immediate nor local, one has a fair start on understanding difference and accepting it.

It is hard for us to realize how savage is the pressure upon American citizens created by the media's focus on immediacy. Its strident accents, its pretended breathlessness, its pressure upon the passing moment are all quite literally mind-boggling. The first gift we offer our readers is escape from immediacy, into the past, or into the future, but escape nonetheless. Think of how far a good book can transport you from the city streets; how small a knowledge of history it takes to make one stand up and yell at the talking head of a pundit on a screen, "hold on a minute"; how very little poetry one must read in order to approach grief with respect rather than voyeurism; to know love with pride rather than titillation; to understand that anger, in individuals or in mobs, is more totally destructive of those who bear it than of those upon whom it bears. The child's definition of freedom as escape from restraint may be a naive and simple one, but it is one much needed in the great cities of the western world.

There is, of course, a second meaning of freedom and that is empowerment. A library invites the mind of teenager or adult to spread out, to follow bypaths and hidden lanes, to yield with a grace to temptation and, above all, to delve into complexity and ambiguity, the hallmarks of any mature mind. Both historical and topical richness lead any young mind (and any old one for that matter) to understand that knowledge is only deep if it is integrated and thus to search out the books on every bit of lore that tie it to so many other bits of lore. Of course, one can lose the motive of action in this, but no philosopher has ever claimed that the mind can guarantee either will or work, only that it should inform, structure and guide them.

There is further empowerment which all good liberal arts colleges give and which the library reinforces and deepens, and that is the rooted intellectual habit of questioning assumptions. The United States is thick with think tanks, many of them spawned by what General Eisenhower called the "military industrial complex," whose business in life is to grab hold of one or another set of assumptions and ride them hard across the intellectual landscape. It was a fine poet who asked, "but where's the bloody horse," without realizing that in the late 20th century, with many of the artifacts of governmental logic (as much an oxymoron as military music), he was asking a question of deep pitch and moment.

Behind freedom as empowerment lies something more settled and less tied to immediacy than reflections on politics and strategy. The library offers to those who take it seriously a way of being, and that way is contemplative. Here again we can go back to Aristotle, or for that matter Thomas Aquinas, for whom contemplation is the only act of man that will begin in time and fill eternity. The one lesson Alexander's tutor strove to teach his charge was that the happiest activity of man is the fullest use of his highest faculties upon their worthiest objects. The freedom of empowerment that a depository of learning and wisdom like The New York Public Library offers sets the stage, provides the raw material, does everything but write the script for the contemplative mind at its thoughtful best.

The final freedom of which I spoke is freedom of possession, the freedom we mean when we offer someone the "freedom of the city." Here, too, the library has a major role to play, perhaps its most important. All civilizations are essentially age long and unbroken, although often interrupted, conversations. I am struck again and again as I grow older by one such conversation that takes up so large a part of American history, the endless chatter between James Madison and Alexander Hamilton on one side and Thomas Jefferson on the other. Every succeeding Supreme Court and Congress has echoed them, particularly men with the intelligence of William Brennan or Antoinin Scalia. America needs its young to enter into the company of such free men and women who have used their freedom, at times to their cost, to understand what they say and what they mean, to learn how precious even their speech was and is, and to resolve, each one for him or herself, that this conversation shall not cease.

This American conversation echoes two voices. On one side is the cool, rational analysis of James Madison, who could translate the ancient Christian and Jewish concept of original sin into the subtleties of "balance of power" so that the republic might shake and teeter, but would not topple. On the other side, sharper, more demanding, more violent, is the voice that runs through Jefferson's *Declaration of Independence*. *Declaration* and *Constitution* establish for us the two poles of a dialogue which has held together and divided the nation ever since its founding. On at least one occasion the poles crossed and dialogue turned to war, as North and South tore at teach other's vitals. More recently we have been more Jeffersonian, although the Virginia slave owner in him would probably not have sympathized with the slogans or responded to the deep religious thrusts of the civil rights movement. It is, however, his savage stress upon the dignity of the individual that lies behind those who shout in the darkness, as well as the wise men who try to answer them.

I am personally most comfortable in discussing freedom in terms of theology. It is so easy for the churches when they look to exercise an honest leadership to settle for only one-half of what was promised as "the image and likeness of God," human understanding. It is not popular theology these days to follow a different vision that lays its accent on the other half, freedom, with at least equal stress. Such tensions do not necessarily imply battle, although now they do. Even now both sides yearn for an impossible and ideal realization. If in this republic, we could ever truly tie human freedom and intelligence together, we would be fair candidates for what the serpent promised Eve, the knowledge of God.

There is another way that freedom as possession can be seen. It is the lover's freedom, structured by commitment, articulated by time and joy and pain, promising infinity. To revert again to the theological reading of that same statement, it is what devout Christians have meant for two millennia when they talked of the beatific vision. Freedom of possession is all we can ask of God and, rather more strikingly, all he ever promised us.

In everything I have said so far I may be revealing the bias of my own classical formation and my years of teaching literature in undergraduate colleges. Despite that, I do not feel that trying to lead a great library is exactly the same thing as trying to lead a college or university. As a matter of fact, without libraries, college and university mean very little, and their leadership is likely to be shrewdly unproductive. Where do I find the differences?

There are so many it's hard to know where to start. First of all, the college breaks its knowledge into tiny segments bound by time and limited by faculty competence, perhaps even more shrewdly limited by faculty consciousness of turf. The classroom can seldom offer more than skeleton and nerve, a few poems, a few scenes of a play, one or two chapters of a novel, a tiny moment in a long history, one central vision of a philosopher or a theologian. The library has no such limitations. It can summon up the rich complement of flesh, until our startled eyes see the fullness of beauty. A library's promise is wholeness, a rather more satisfactory word than either *spread* or *integration*. In addition, the library honors autonomy far more than any college or university can afford to. The stimulation which leads one to read may initially come from outside, but ultimately learning has to do with curiosity, with interest, with insight, and all these are self-stimulated. Libraries don't lend themselves to prepping for examinations, except in the most superficial way, and thus they add another element of respect for autonomy because the pace of learning, its progress, its slow climb are all determined by the self. Finally and perhaps most richly of all, at least for those who have a clear memory of what it was like to be a doctoral student, the library never welcomes the humiliation of exams or grades. It is ultimately the self that has to make the judgment, "I have read enough" or the even tougher judgment, "I now know what I'm reading." There is to this a kind of fierce affirmation of autonomy. I remember the evening when I posed a question to my mentor at Oxford (one of the finest scholars I ever have or ever will know) and she turned to me with a slow smile and said, "You tell me. You know more about it than I do." That passing remark was the most terrifying single statement made to me in three long years in the toils of grace that Oxford weaves so skillfully around its students. It also gave me a great leap of pride, deeply conditioned by my absolute distrust of it and of myself.

There is one terrain on which college and library work together, where it is difficult to separate one strand from another, where we ought really to take them, good liberal arts college and rich library, as a continuum. Many years ago I sat in an excellent classical library swotting up Euripides' *Medea*, not for an examination, but because I wanted to read it. I had finished digging in the dictionary and I was trying to put the play together in my mind. Suddenly, in the late winter afternoon, quite marvelously I was transported eastward in space and backward in time. I could hear the flute and the little drum, could feel the warmth of the stone under my legs and of the sun on my back, and for one brief moment was not reading the play, but hearing and seeing it, not on the shores of the chill Hudson, but on a stony hill that faced the wine dark Aegean. I have been too busy most of my life often to touch such highs of contemplation, but that afternoon I did. There have been few other such moments of "intersection of the timeless with time" in a lifetime of poking at great literature. I have always found it interesting that most of the contemplative moments that paid off for me were in the library, not the lecture hall.

Every detail of the palatial New York Public Library Beaux Art building at Fifth Avenue and 42nd Street was planned by the architects, Carrère and Hastings. Obviously they designed the massive lions in front of the building, but they also designed the tables and chairs, the doorknobs and every bit of interior decoration. Over the mantelpiece in the Trustees Room they hung a replica of the cornerstone that says a few words about the building itself, but then defines it as "for the free use of all the people." At its simplest, that means that we can't (and we don't) charge admission. I want to read the simple adjective proleptically, as a challenge not a description. The dream of the Library, mine too now that I've grown enough in knowledge to share it, is that it can "in the prison of his days, teach the free man how to praise." The use of it can, indeed, make a people free.

Dr. Timothy S. Healy

Dr. Timothy S. Healy, President of the New York Public Library, is a long time teacher and educational administrator.

Healy began his collegiate teaching career at Fordam University. He was the Vice Chancellor for Academic Affairs and professor of English at The City College of New York from 1969 to 1976.

In 1976 Healy was named the President of Gerogtown University in Washington, DC. During his 13-year tenure Healy saw the University's endowment raise from $38 million to $225 million.

A prolific author, Healy has penned two books, John Donne: Selected Prose and John Donne: Ignatius His Conclave. He has additionally written for The New York Times, The London Times, The Washington Post, Newsweek, and The Chronicle of Higher Education.

Healy is the former director and chairman of the American Council on Education and the National Association of Indepedent Colleges and Universities.

LITERACY IN AN INFORMATION SOCIETY

by Dr. Patricia Senn Breivik
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Illiteracy. In our information society, it is an ugly, shameful word. It is a word that creates a range of feelings from rage to helplessness. Who cannot help but be moved by the mother who cannot read to her child or by the father who must shamefully and fearfully hide his inability to read from both his employer and his children? The emotional impact of such situations strikes deeply in the heart of each one of us and demands our sympathy.

In recent years, the plight of the illiterate has also elicited the dedicated work of thousands of volunteers, national organizations, newspapers and Mrs. Barbara Bush. Even the entertainment media have found it profitable to call attention to the daily problems confronting the illiterate with the 1990 movie, *Stanley and Iris*, in which Joan Fonda teaches an illiterate friend, played by Robert De Niro, to read, and the made for TV movie *Bluffing It*, in which Dennis Weaver plays an illiterate factory worker. All of this attention underscores that illiteracy is something that is simply unacceptable in a society like ours that is committed to the quality of life for each individual.

Literacy Today

The problem of illiteracy tugs at our hearts because of the helplessness of the individuals to function adequately in society and the isolation that it engenders. While no other aspect of literacy has moved people as deeply as illiteracy, there have been rallying cries for a wide array of other literacies –such as cultural, computer, information, scientific, technical, mathematical and global. For example, when tests documented that many school children did not know who the President of the United States was or where New York City was located, there was a cry for cultural and geographical literacy. We were all upset with these test results – at least as long as the press considered them good copy. Then, when Alan Bloom's book *The Closing of the American Mind* was published in 1987, cultural literacy was discussed at length at national educational conferences –at least as long as it was on the best sellers' list. Earlier many higher education institutions had jumped on the bandwagon of computers by rushing with great fanfare to require computer literacy for all of their students. However, because the colleges and universities most often focused their courses on programming, they soon realized their inappropriateness and quietly withdrew them over a period of years. After these and all of the other recent literacy calls to arms, life in America and life in American schools have gone on seemingly with as little change as the fading ripples caused by a pebble thrown into a lake.

These calls for more attention for the various literacies, however, parallel more generic concerns expressed by educators, business leaders and parents who have repeatedly asked for better thinkers, problem solvers and inquirers. Increasingly, because of the shrinking distances within our global community, these concerns have been exacerbated by the need to assimilate into our thinking processes information from societies around the world.

The one acknowledged common problem in all of these concerns is an awareness of the rapidly changing requirements for a productive, healthy and satisfying life. The second equally as important but seldom articulated problem is the huge, overwhelming amount of existing information that confronts everyone on a daily basis. It bombards us on every side, and to make matters worse, it comes in a bewildering array of formats. In addition to books and magazines, there are newspapers, television, videotapes, CD ROMs, online databases and interactive videodiscs. Moreover, today's overly rich information environment requires everyone not only to be able to read but also to understand pictures, signs, graphs and statistics as well.

Fortunately, a growing number of people exists whose voices are beginning to be heard above the single issue literacy spokespeople. Although few in number, these leaders have begun to coalesce around the concept of information literacy and within the National Forum on Information Literacy. They are attempting to raise the awareness that literacy can no longer be considered merely the ability to read and memorize a base of knowledge; instead, it must become the ability to acquire and evaluate whatever information is needed at any given moment.

At one time, of course, people were considered literate if they could write their names, but as society become more complex, the definition gradually evolved to reflect the abilities needed to function within the changing society. Today, however, what those abilities are is anything but clear to most people. Exactly what abilities are required for modern literacy? Does it involve reading the classics or reading the latest news accounts from the Middle East? Does it include knowing all the important dates of the Revolutionary War or understanding how that war relates to the struggle for independence throughout Europe and the Soviet Union today? In other words, does modern-day literacy mean having the ability to read and memorize facts or knowing where to find the facts and knowing how to evaluate, integrate and use them?

Both the realities of our Information Age and the number of varying calls for literacy would argue that today's definition of literacy must include not just the ability to read, but also the ability to find and evaluate needed information so that the readers can function and work as productive members of society. When and if all American citizens can make decisions based on information they have found and evaluated, then all of the other literacies will have also been achieved. Because of this, those who have expanded the concept of literacy to include information literacy are actually supporting all forms of literacy within the larger context of today's information age. To them and to us, today's need is not limited by concern for global, cultural or scientific literacy, for example, but by the need to be effective information consumers in all fields.

As a result of this growing awareness of the need for information literacy throughout the United States, the American Library Association commissioned a group of nationally prominent leaders in education and librarianship to explore this issue. Their report, which was released in 1989, urged that:

> *To respond effectively to an ever-changing environment, people need more that just a knowledge base, they also need techniques for exploring it, connecting it to other knowledge bases, and making practical use of it. In other words, the landscape upon which we used to stand has been transformed, and we are being forced to establish a new foundation called information literacy. Now knowledge--not minerals or agricultural products or manufactured goods--is this country's most precious commodity, and people who are information literate--who know how to acquire knowledge and use it--are America's most valuable resource...*
>
> *Moreover, these same abilities empower and encourage people to search out and interact with the ideas and values of their own and others' cultures. This process deepens people's capacities to understand and position themselves within larger communities of time and place. By drawing on the arts, history, and literature of previous generations, individuals and communities can affirm the best in their cultures and determine the goals. Such affirmations are in keeping with the high value which Americans have.*

Current Challenges to Literacy

How is it, that with all of the focus on education, which started with *A Nation at Risk* in 1983, that America's most valuable resource, our young people, are doing so poorly in school? One reason for the failing report card is the fact that children are being poorly prepared to cope with the information realities of today's society. This situation is largely an outgrowth of the way in which education has taken place and continues to take place in most schools across the country. Teachers teach the way they were taught and within the traditional approach to teaching, the teacher is held forth as the font of all knowledge, providing prepackaged information to students in the form of lectures, textbooks, workbooks, reading lists and lists of reserved materials. In addition, what problem solving that does occur takes place within artificially constructed and limited information environments that allow for only single "correct" answers. Such exercises bear little resemblance to problem solving in the real world where multiple solutions of varying degrees of usefulness must be pieced together – often from many disciplines and from multiple information sources, such as online databases, videotapes, government documents and journals.

In addition, current promotion and tenure systems in higher education reward the specialist, thus, creating a situation which encourages people to know more and more about less and less. The ultimate goal almost seems to be to know everything about nothing! The actual result is an increasingly fragmented knowledge base that all but defies the level of information connectivity required to address the complex problems confronting society today.

The drawbacks and problems inherent in prepackaging and fragmenting information in schools are reinforced outside of the school setting. In an attempt to consume only quick, easily managed segments of information, most people today have become dependent on the broadcast and print news media. There, of course, they find condensed, prepackaged information that is often mixed with personal opinion. Even if most people would be able to distinguish the biased opinions they hear, which they often cannot, few would know where to go to find a base of objective information.

A recent study in Alabama well illustrates the dangers engendered when society as a whole becomes dependent on a single information source. The study indicates that newscasters are spending less time on political and campaign coverage because opinion polls have shown that such news items are not popular with viewers. At the same time, a growing percentage of viewers are citing television as their single source for political information. From these studies, a thoughtful observer could draw a natural conclusion: increasingly a large percentage of people are obtaining their information about candidates from paid political announcements. How soon will it be, then, until the whole American democratic system becomes endangered because public relations firms across the country are able to control election outcomes?

This danger relates directly to the theme of democracy, also being considered by the White House Conference. PR firms and paid political announcements are somewhat new influences on our society, but the need for informed citizens has had a long history. In 1789, Thomas Jefferson wrote, "Were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter. But I should mean every man should receive those papers and be capable of reading them."

In our society today, the majority of people can read, but many still question if their vote makes a difference; or, even if they want to make a difference they cannot, because they cannot differentiate between candidates' positions or judge the accuracy of sharply differing points of view in a bond issue. U.S. Representative Major R. Owens reiterated the cause of this problem when he said

> *Information literacy is needed to guarantee the survival of democratic institutions. All men are created equal but voters with information resources are in a position to make more intelligent decisions than citizens who are information illiterates. The application of information resources to the process of decision making to fulfill civic responsibilities is a vital necessity.*

The need to be information literate, of course, also applies to another White House Conference – productivity. There is example after example of money being lost or gained because of the quality of decision making that was based on the information at hand. Not only is there a workforce that is increasingly unprepared to deal effectively with the challenges of high-tech equipment, but this same workforce is also often incapable of making good decisions or of adjusting to necessary job changes. Since America can never again successfully dominate third world countries in the manufacturing arena, its hope must rest in its ability to produce workers who are confident managers of information and, thus, better decision makers at all levels. Yet tests have led some analysts to conclude that

> *unless improvements are made in American education, the labor force will become progressively less capable of doing highly skilled work as the proportion of poorly education, low-income workers increases throughout the remainder of the century.*

> *Perhaps more important, the present inequalities, if not ameliorated, could lead to a society more deeply divided along racial and socioeconomic lines, with the number of low-income, low-achieving persons increasing from year to year.*

This major study of 21- to 25 year-olds documented a relatively strong and uniform relationship between literacy proficiencies and the ability of young adults to be successful members of the American workforce. These test results also reinforced the fact that literacy gaps are and will in the future be a major factor in determining disparities in employment and incomes.

A National Agenda

What must this country do to attain literacy levels that will allow its citizens to lead rewarding lives, its democracy to flourish, and its workforce to compete internationally? The answer is obviously complex and will require the working together of many people and organizations. Ultimately, however, if America and its culturally rich citizenship are to prosper in the 21st century, we must individually and collectively face and resolve two major issues.

First, current educational reform efforts must be reexamined in light of the ever-changing, information-abundant environment in which current and all future generations must exist. As one of the foremost observers of the information society, Harland Cleveland wrote

> *Education is the drive wheel of the informatized society. With information now our dominant resource in the United States, our leadership at home depends on how many of us get educated for the new knowledge environment, and how demanding and relevant and continuous and broad and wise (not merely knowledgeable) our learning is.*

This education for the new knowledge environment must begin in elementary school and continue through college and beyond. The current heavy reliance on prepacked information must give way to learning that prepares children for lifelong learning in an ever-changing information-rich environment. Throughout all levels of learning, the emphasis needs to be placed upon resource-based learning - learning that is based on the information resources of the real world and learning that is active and integrated, not passive and fragmented.

To all thoughtful people, it must be clear that teaching children facts is a poor substitute for teaching children how to learn and think for themselves. In other words, children must have the ability to locate, evaluate and effectively use information. It is the information society's equivalent to the adage: "Give a person a fish and you have fed him for a day. Teach him to fish and you have fed him for a lifetime."

What is called for is not a new information studies curriculum, but rather a restructuring of the learning process. Such a learning process would actively involve students in recognizing a need for information, finding and identifying the needed information, evaluating it, organizing it and using it effectively to address the problem or need at hand. Such a restructuring of the learning process will not only enhance the critical thinking skills of students, but also will empower them for lifelong learning and the effective performance of professional and civic responsibilities.

Such resource-based learning pushes back the walls of the classroom to encompass the resources of not only the school library media center, but also of the community and the world as well. It also has the advantage of allowing students to explore a variety of materials to achieve learning objectives. This flexibility is important because of the differing learning abilities present in a typical classroom, for among any 25 students, a single textbook or lecture will be too hard for some and too easy for others. Moreover, the many formats in which information appears allow for variances in preferred learning styles among students who may, for example, learn more comfortably with visual materials or computer-assisted media than by relying solely on print materials.

The second issue which must be addressed is that every community, school and academic institution must ensure easy access to the universe of information through adequately staffed and funded library media centers. Libraries, which provide a significant public access point to this universe of information and usually at no cost to the individual user, must play a key role in preparing people for the demands of today's information society. Just as public libraries were once a means of education and a better life for many of the over 20 million immigrants of the late 1800s and early 1900s, they remain today as the potentially strongest and most far-reaching community resource for lifelong learning.

Nationally respected educator, Ernest Boyer, has written that, "The quality of a college is measured by the resources for learning on campus and the extent to which students become independent, self-directed learners." His admonishment applies equally as well to the K-12 sector and underscores the two ingredients essential to resource-based learning.

The first ingredient is adequate learning resources available in a wide range of formats. At all levels of learning, success in this area will require not only adequate funding for collections and accessing online databases, but it also will require networking capabilities that promote resource sharing among institutions. No library can be self-sufficient. In order to support specialized learning and research interests that transcend local holdings, funding policies must be changed. For example, at the federal level, policies should acknowledge citizens' rights to information by aggressively promoting free public access to information produced with taxpayers' dollars and aggressively building a national information infrastructure. At the state level, funding incentives need to be established to encourage resource sharing by, for example, adequately compensating net lenders of materials. In addition, cooperation among school, public and academic libraries will be increasingly important in any given community.

However, important as access to needed information resources is, it will not be enough to meet current social and business needs without sufficient numbers of librarians and information specialists who can spearhead efforts to promote information and related critical thinking skills. Teachers, who are the pedagogical and subject specialists, need to partner with those whose expertise is in information, its organization and its related technologies. Teachers' subject strengths can be complemented by the information connectivity ability of librarians. Such partnerships would allow the learning objectives for a course to be achieved through the use of real-world resources.

To achieve such partnerships, it is essential that the country's elementary and secondary school leaders refrain from using their library media centers as a "babysitting" service to accommodate teacher prep periods; rather they should ensure flexible scheduling for their centers. Provision must also be made to ensure sufficient support staff to allow school librarians adequate time to work with teachers as lesson plans are developed. On college campuses, organizational structures need to foster the integration of information resources and services, because academic partnerships must include faculty members, librarians and media and computer specialists.

It is unfortunately true, however, that such partnerships and related restructuring are difficult to achieve because of lingering image problems. Many educational leaders do not perceive librarians as dynamic contributors within the learning process. Such leaders are caught in their own traditional experiences of education; and, when confronted with difficult financial decisions, often they see only the accessibility of information resource funds as an easy solution to budget cuts rather than considering personnel cuts or the challenge of significant restructuring.

It is likely that the White House Conference delegates could provide no greater service to America's future than to issue a clarion call for educational leaders and their national associations to address questions of information access and information literacy for all levels of today's students. Certainly those committed to educational restructuring and improvement should be challenged to explore aggressively the potential of resource-based learning.

Finally, information literacy is a means of personal and national empowerment in today's information-rich environment. It allows people to verify or refute expert opinion and to become independent seekers of truth. It provides them with the ability to build their own arguments and to experience the excitement of the search for knowledge. It not only prepares them for lifelong learning; but, by experiencing the excitement of their own successful quests for knowledge, it creates in people the motivation for pursuing learning throughout their lives. Information literacy is, therefore, the next logical step in all current programs to combat illiteracy. After we teach people to read, we must teach them how to locate and use the information they need. Leaders in current literacy programs should be encouraged to respond to this greater challenge.

A Closing Thought

America will not disintegrate tomorrow if information literacy and resource-based learning continue to remain largely invisible to and unsupported by civic and educational leaders. No catastrophic event will strike next week or next month. But as the information overload increases, as information resources further fragment, and as the need to access information globally grows, the ability of individuals and businesses to control their futures will be further eroded. The impact, as usual, will be felt most quickly and most deeply by those who are already socially, educationally and economically disadvantaged. The gap between the haves and have nots will widen as a new information elite emerges. Ultimately, however, we will all suffer, because the social and economic drain of a large nonfunctioning group of citizens has and will increasingly exact a heavy toll upon everyone's standard of living and our democratic way of life.

This White House Conference on Library and Information Services offers a once in a lifetime opportunity to address the above deep-rooted and growing problems through ensuring more effective use of library and information services. But significant progress can only be made through the judicial passing of recommendations reinforced by a firm resolve for implementation on the part of all delegates as they return home. In our global community we must be our brother's keeper; and from those to whom this responsibility has been given, much must be expected.

This paper borrows heavily from two sources, and readers are encouraged to obtain and read them in their entirety.

American Library Association Commission on Information Literacy, *Final Report*, January, 1989. For single free copies write Information Literacy, American Library Association, 50 East Huron Street, Chicago, Illinois 60611. (More information on the National Forum on Information Literacy may also be obtained from this address.)

Richard L. Venezky, Carl F. Kaestle and Andrew M. Sum, *The Subtle Danger: Reflections on the Literacy Abilities of American's Young Adults*, January 1987. Copies are on sale for $9.00 from the Center for the Assessment of Educational Progress (CAEP), P.O. Box 6710, Princeton, New Jersey 08541-6710.

The following may also of interest:

Harlan Cleveland, *The Knowledge Executive: Leadership in an Information Age* (New York: Dutton, 1985). The passage quoted from that book appears on p. xviii.

Dr. Patricia Senn Breivik

Dr. Breivik is a leader in the field of information literacy. She has served as the Chairperson of the American Library Association "Presidential Committee on Information Literacy" and has been a program evaluator for the U.S. Department of Education.

A published author, Dr. Breivik received the 1990 G.K. Hall Library Literature Award for her book Information Literacy: Revolution in the Library, which she co-authored with E. Gordan Gee, President of the University of Colorado. Among her other awards are the 1990 American Council on Education Service Award and the Columbia University School of Library Service 1989 Alumni Award.

Dr. Breivik is currently the Associate Vice-President for Information Resources at Towson State University in Towson, Maryland.

Productivity in the Information Society

by Paul E. Shay

In classical economic theory, productivity, which is expressed in terms of output per worker, is much more than a mere measure of efficiency. It is also the key determinant of economic growth, wealth creation and competitiveness. As MIT professor Paul Krugman says, "Productivity isn't everything, but in the long run it is almost everything."

A direct, causal link exists between information and productivity, where *information is a difference that makes a difference*. (Just as old news is no news, old information is not information at all; it is mere redundancy.)

In this light, my definition of productivity becomes *the application of information to an economic process or activity*. The application of information results in innovation. Technological innovation is the main source of productivity growth, and productivity growth is the main source of improvement in living standards.

Despite all the doomsday talk by economists these days, the U.S. is not in bad shape where productivity is concerned:

- o While the growth rate of U.S. productivity has slowed in recent years, it is not much below the long term trend. And the productivity growth rate in U.S. manufacturing actually doubled from the 1970s to the 1980s.

- o While the productivity growth rate of Japan and Germany is higher, the U.S. still leads the world in the absolute level of productivity. For example, America's real output per worker is 50 percent higher than Japan's.

What have changed, however, are the forces affecting productivity. In the Industrial Era, technological change was slow, mass markets were stable and the competition sluggish. Now everything is speeding up.

New Forces Affecting Productivity

Today the business environment has changed in fundamental ways. The three driving forces of change are (1) new technologies (especially information technologies); (2) new values and lifestyles; and (3) the new, hotly competitive global economy.

1. The new technologies. On the factory floor, the inflexible mass production lines of the Industrial Era have given way to computerized, flexible manufacturing systems (FMS) that can be reprogrammed quickly to make different products on the same assembly line. For example, a John Deere factory in Waterloo, Iowa, can assemble 30 models of tractors with 3000 options on a single production line.

In essence, FMS is the application of information technologies to the manufacturing process. It brings the full productivity of mass production to short production runs; it does not need long runs or economies of scale to pay off. This is important because three-quarters of the things manufactured in the United States today are made in runs of less than 50 items. Thus, FMS is an even bigger breakthrough than mass production itself.

The Industrial Era technologies used machines to increase our *physical* powers: strength, speed and precision. The information technologies – microelectronics, computer hardware and software and telecommunications – extend our *mental* powers. They allow us to increase our creativity and to ask "What if. . . " questions, and to think of doing things that were once unthinkable.

In the Industrial Era, men and women served the machines. In the Information Era, the machines serve us; productivity and creativity are now inextricably linked.

2. The revolution in values. The affluence of the postwar era led to the most profound societal change of this century. As Abraham Maslow predicted back in the 1940s, once people actually obtain enough of the necessities of life, they begin to seek other kinds of satisfaction.

The values of the Industrial Era focused on wealth, achievement, power and prestige. Arnold Mitchell, founder of the Values and Lifestyles (VALS) Program at SRI International, calls them Outer Directed values. In the 1960s, these materialistic values began to give way to what Mitchell calls Inner Directed values. Many people began to focus on personal growth, self-fulfillment, the quality of life and concern for the environment.

The result of this collision of values is that there is no longer a single American value system. Instead, there is an unprecedented diversity of values and lifestyles in American society.

The impact on consumer behavior has been revolutionary. The mass markets that characterized the Industrial Era have given way to what I call "stiletto" markets - highly segmented, customized markets. For example, the average U.S. family has 10 radios, ranging from hi-fi stereos to boom boxes and Sony Walkmans to radio alarm clocks and car radios.

> **To maintain productivity, management's imperatives are to get better information about changing markets and to respond quicker.**

3. The global economy. In the years following World War II, the United States produced more than half of all the goods and services in the world's economy. Today, the U.S. share has shrunk to less than a quarter of the world's output. That means that we are no longer automatically Number 1 in the world economy; instead, we face new and powerful competitors.

We must succeed in competing in the new global economy. If we do not, our standard of living will decline. Indeed, some economists claim that this is already beginning to happen. As evidence, they cite negative trends in the affordability of housing, medical care and a university education.

> **The productivity race is now worldwide - and deadly serious.**

The three driving forces are interacting dynamically, reinforcing each other to produce a transformation in society. . . a new era comparable only to the Renaissance and the Industrial Revolution. With the transformation affecting all of our institutions and all of our lives, how can we carve out liveable spaces? How should we act, as individuals and organizations, to survive in the new order of an information society?

Future Trends Affecting Library and Information Services

> *The future always casts its shadows before. If we can read the shadows correctly, we gain a substantial measure of control over the future. . . we do not have to become its helpless victims.*

The five predictions that follow are not part of a far-out scenario. In every case, the beginnings of the trend - the shadows - can already be seen, although their future impacts are difficult to quantify precisely.

1. The rate of technological change will increase. The half-life of a professional - the length of time before half of what a professional knows becomes obsolete - will continue to shorten.

In the old days, a doctor could go to medical school and expect to apply his knowledge for the rest of his professional life. No longer; medicine and the other professions are changing too fast. At Hewlett Packard the half-life of an electronics engineer is now five years and that of a software engineer is two and a half years.

According to a study by Carnegie Mellon, business now spends as much on education and training as the entire U.S. higher education system spends. And the spending by business has nearly doubled in the past five years. Education is now a lifelong process and it is being carried on everywhere - not just in academic institutions.

> **The renaissance in education and training will create new demands on library and information services to respond to a growing appetite for updated, easily accessible, portable information.**

2. A new kind of worker will emerge: the Gold Collar worker. The Blue Collar and White Collar workers of the Industrial Era will be joined by Gold Collar workers, which SRI's Robert H. Kelley defines as the highly trained, creative information workers who make a difference to the bottom lines of organizations. Among today's Gold Collar workers are the computer scientist who writes a program to scan or peruse large CD-ROM databases and the library media specialist who works with teachers to develop better methods for classroom presentations of information.

Gold Collar workers must be managed differently. Being both entrepreneurial and intrepreneurial, they do not respond well to the carrots and sticks used by management in the Industrial Era. Smart managers will realize that key information managers "own their jobs" and do so with greater benefit to the economy.

> **Gold Collar workers are both the greatest producers and the greatest users of information; they insist on direct access to the very best and the very latest information in order to form their own judgments.**

3. We are in the early stages of an entrepreneurial revolution. More and more people are becoming independent of large corporations, choosing to work in smaller, more entrepreneurial environments. The statistics tell a dramatic story:

o In 1950, some 93,000 new businesses were formed. Today, more than 700,000 new businesses are created each year.

o Since 1970, the U.S. has created some 40 million additional jobs - a 50 percent increase and an achievement unprecedented in economic history. Two-thirds of the new jobs have been created in companies employing fewer than 20 people, while Fortune 500 companies have actually lost employment.

> **Smaller, entrepreneurial businesses have greater needs for externally provided information services than large corporations, which can create and maintain their own internal information resources.**

4. The U.S. is becoming a two-tier society. In the Industrial Era, we used to talk about the "haves" and the "have nots." Now, we must deal with the "knows" and the "know nots," i.e., those who know how to use the tools required to survive in the new society and those who do not.

With the high school dropout rate running at nearly 30 percent, the growth of a permanent underclass is the single greatest danger to U.S. competitiveness in the new global economy - and to peace and tranquility at home. Ways must be found to rescue the "know nots."

The Job Training Partnership program has been successful in helping unskilled adults re-enter the workforce. San Francisco's Conservation Corps is one of several promising programs to train inner city youths for successful employment. Head Start is the greatest success story of all, and many libraries are beginning to offer services for children in child care centers.

> **These programs and others that will be created require extensive library and information service support.**

5. A third wave of migration will alter our information needs. The first wave of migration was from the farms to the cities; the second wave was from the cities to the suburbs. The third wave of migration will be from the cities and suburbs to the exurbs. Why will this happen?

o *New values and lifestyles* are leading many people to seek what they believe will be a better quality of life farther from the central cities.

o *New information technologies* are freeing companies and individuals of the need to locate in big cities. For example, most major companies have already moved their data-processing operations out of the cities.

More businesses and professions are becoming location-free. Consultants, designers, engineers, architects, artists, composers, writers (including software writers), market researchers and traders are just a few among the many workers who have found that their offices can be any place that is equipped with telephone, computer, modem, printer and a fax machine.

> **Information technologies make these moves possible. Library and information service providers must adapt to the changes to ensure the competitive productivity of the location-free workers. (Can libraries remain location-dependent?)**

The Challenge for Library and Information Services

Information is the new strategic resource, replacing land, labor and capital. A sophisticated information infrastructure is the foundation upon which the new growth industries can be built.

The challenge to libraries as institutions is an awesome one. In an Information Era, libraries must serve as the gates to the future. But, while serving as agents to facilitate change for others, they must also change in profound ways themselves. In fact, the library of the future may bear little resemblance to the library of today.

Libraries will have to develop new services to meet the needs of the new industries and the growing, changing, more diverse population. In the future, *library* won't mean a building; it will mean a process – an interactive information service. If information use is being freed of location constraints, can libraries themselves remain location dependent? Won't it be necessary to have libraries without walls? And to remove the walls between libraries, e.g., between public, school and university libraries; and between special libraries of all types?

Might we not one day have a universal information access card, like a credit card, that makes available any type of information from any location through a wide variety of access points? What effect would such a universal information utility have on productivity?

RECOMMENDED READING

On productivity
Baumol, William J., Blackman, Sue Anne Batey; and Wolff, Edward N. *Productivity and American Leadership: The Long View.* Cambridge, MIT Press, 1990.

On the new technologies
Gilder, George. *Microcosm: The Quantum Revolution in Economics and Technology.* New York, Simon and Schuster, 1989.

On values and lifestyles
Mitchell, Arnold. *The Nine American Lifestyles: Who We Are and Where We Are Going.* New York, Macmillan, 1983.

On the global economy
Ohmae, Kenichi. *Triad Power.* New York, Macmillan, 1985.

Paul E. Shay

Paul Shay is a futurist and consultant in Silicon Valley, California, who has been a university professor, foreign correspondent, editor of a business magazine and a newspaper, an entrepreneur and Vice President of SRI International.

While at SRI, Shay founded a famous futures program, the Business Intelligence Program, which is supported by hundreds of companies and governments worldwide. He was also involved in the creation of SRI's Values and Lifestyles (VALS) Program, which has led the nation in research on changing American values.

Shay, who speaks four languages, has lectured on three continents and has written on leading-edge technologies, such as computing and factory automation. He is also a recognized expert on future trends in the workforce and new education/training/ management techniques. He is currently writing a book, *The Next Society*, incorporating all of these themes.

Shay is a Rhodes Scholar and has studied at Yale University, the Sorbonne in France, Heidelberg in Germany and Oxford in Great Britain.

NOTES

The White House Conference on Library and Information Services
1111 18th Street, NW, Washington, DC
(202) 254-5100 (800) WHCLIS2

One for All; All for One

One for All;
All for One

A series of papers prepared for delegates to the 1991 White House Conference on Library and Information Services, including library and information professionals; local, state, and federal government officials; library supporters, and others. The focus of the papers is on the need to promote quality, cost-effective, and efficient library and information services to the deaf community.

Friends of Libraries for Deaf Action
P.O. Box 50045
Washington, D.C. 20091 9998

December 1990

Topics in the packet

Aftermath of the 1979 White House Conference on Library and Information Services, by Merv Garretson

The Diversity of the Deaf Community

FOLDA on the Move
  Friends of Libraries for Deaf Action
  National Association of the Deaf
  The Red Notebook

Future Library and Information Services to the Deaf Community (a proposal), by Alice Hagemeyer

Information: America's Primary Resource for the 21st Century

An Insight from Within the Deaf Community, by Merv Garretson

An Insight Into the American Sign Language (ASL), by Leo Jacobs

Letter to Delegates to the White House Conference on Library and Information Services, 1991 and Library Supporters, by Gerald "Bummy" Burstein, President of Gallaudet University Alumni Association

State Contacts (as of December 1, 1990)

The United States of America (USA) Quick Guide for the Deaf Community: Part 1 District of Columbia and National Offices

Aftermath of the 1979 White House Conference on Library and Information Services

Merv Garretson

The first White House Conference on Library and Information Services met in Washington, D.C. in November, 1979, more than a decade ago. A small group of deaf delegates attended -- Marge Klugman and John Darcy Smith from California, Betty Irgens of Michigan, and Alice Hagemeyer of the D.C. Public Library as a delegate-at-large. Rev. Roger Pickering of Philadelphia and I also showed up, but without portfolio.

What has happened since that time? What has been the impact in the deafness sector? At this pioneering conference a total of 64 resolutions were passed. Over the past decade 55 of these measures have seen some degree of adoption, but the resolution calling for accessible and enlightened library and information services to the deaf community at both the state and national levels has not been implemented.

For this reason, it is imperative that this resolution be resurrected, with strengthened wording, and proposed again at the second White House Conference which will meet again in Washington the week of July 9-13, 1991.

The national commission on education of the deaf has reported a continuing lack of realistic information about deafness within the general community, both in the United States and particularly in other countries. Libraries still are not meeting the needs of the majority of the deaf community, partly because deaf people themselves have not been responsive. Library resources for the deaf user go unused because they are unknown.

We continue to face a lack of deaf librarians, of deaf resource people in the library field. Training programs are needed. All sorts of libraries are necessary, and all of them badly need advice, input, materials, and training related to deafness and deaf people. All populations use the library, so all information on deafness is useful for hearing people as well as deaf persons. Libraries can be a very valuable source of accurate information about deaf culture, and an excellent repository for materials on deaf awareness.

Why haven't deaf people responded to these important needs as identified by the first White House Conference? Most likely it is because their different organizations have not kept up with needs in the information area, or have had different priorities, have been focusing on different problem areas. Are deaf people afraid of libraries? Are librarians afraid of deaf persons?

Members of the National Association of the Deaf (NAD) are slowly becoming more aware of the potential role of libraries in storing and providing information on deafness to the general population as well as for deaf people themselves. Not too long ago the NAD Board of Directors voted to establish a FOLDA-NAD relationship (Friends of Libraries for Deaf Action), and to work at the local, state, national, and eventually international levels to emphasize the existence of libraries and how they can be used in a variety of ways.

An important and vital aspect of library and information service is avoidance of any show of bias. Information is kept objective and unbiased so that users can make their own judgments. The more requests a library receives, the greater the need to have complete information available. Local groups can assist by providing input to libraries and by participating in library programs and activities. Charity begins at home. As Barbara Bush has so often said, we need to give back to society what we receive. We are all responsible for our public libraries which are largely supported by tax dollars.

Libraries need to be accessible to everyone, including the deaf user. It is important that deaf people know how to use this access, or to insist upon it if it is not available.

Organizations for the blind and physically handicapped have already established a national library network to reflect their needs for accurate information and to provide library access for their members. Other minority groups have also been effective in achieving similar goals.

As of today the deaf community continues to face the problem of inadequate library resources and staff among most of the established libraries and information services of the nation and the world. The vast majority of them are ill prepared to meet the varying communication needs of the diverse groups within the deaf community, particularly those who live, go to school, or work in isolated rural areas. Another frequently overlooked group is those deaf people who are minimal language users, both in American Sign Language and English.

As I mentioned in a plenary talk before the International Congress on Education of the Deaf in Hamburg, Germany in 1980, traditionally most authors, speakers, panelists, and other so-called experts on deafness have not themselves been deaf. This means information has been coming from the perspective of the hearing individual. These statements were reinforced recently by Henry Kisor, author of the autobiographical What's That Pig Outdoors? In an interview with Vincent Holmes in the September 1990 issue of DEAFLIFE Kisor comments "Deaf people have not told their stories enough. I think we have much to tell the hearing world. So many books about deaf people have been written by hearing people."

While definite progress has been made across the years, especially with Alice Hagemeyer and her 14 years of library advocacy for the deaf community, a great deal more needs to be done. Many libraries have developed some fine programs but it is not possible for them all to be advocates, any more than educators or other groups can be advocates for the deaf community. Each has a role to contribute and roles should not be mixed.

We must emphasize the growing size of the deaf population. One in every 10 Americans has a hearing impairment. According to the ALDA (Association of Late Deafened Adults), 78 percent of the deaf population lost some or all of their usable hearing after the age of 19.

The need for up-to-date information on deafness and deaf people is increasing dramatically -- information on deaf culture, on communication modes, styles, preferences and language, on the cochlear implant and other medical aspects, on organizations and agencies serving the deaf, on the achievements of deaf people, on education, on technological advances, and on other aspects relating to deafness.

Delegates need to be prepared to support a strong proposal on immediate implementation of library and information services for our national and international deaf people and hearing people with hearing loss. We need to think globally but act locally. Information needs to be available immediately and right on the spot!

For example, for many parents who discover their child has a hearing loss, the library may certainly be one of their first sources in their search for information. If unbiased information is not available, the parents become confused or indoctrinated by proselyting that is not always objective or honest.

It is important to realize that the White House Conference can make a difference, that appropriate and accessible library and information services can make a difference in their lives. Your input, reactions and suggestions about strengthening this proposal and other recommendations for the White House Conference are welcome and should reach us by January 31, 1991, so that we may share them with everyone.

THE DIVERSITY OF THE DEAF COMMUNITY

The American culture has changed during the last two decades. Public institutions now seek the input of special interest groups, people with common characteristics scattered throughout a larger society, about their varying library and information needs.

Since April 1, 1976, the District of Columbia Public Library and some other libraries have created a well informed public about the diversity of the deaf community.

Many librarians have also helped the public to either gain new or rekindle old knowledge about the many contributions of the deaf community to the society. They made this knowledge available to the community through the presence of their various programs and activities held at either the library or outreach sites all year round.

There are nine groups within the deaf community, each group has its unique library and information needs for mainstreaming in the society.

The nine groups are:

1. **Native sign language users** -- Persons who communicate in native sign language fluently, as a first language, but with limited written language of the general public. (i.e. American Sign Language; French Sign Language, etc.)

2. **Bilingual users** -- Persons who are fluent in communicating in both native sign language and the written language of the general public.

3. **Oralists** -- Persons who are deaf and who communicate primarily through speech and speech reading.

4. **Deafened adults** -- Persons who became deaf after having had the experience of hearing normally and, particularly, after having acquired speech. (*)

5. **Hearing impaired elderly persons** -- Persons who have lost some or all hearing because of advanced age.

6. **Minimal language users** -- Persons who have limited knowledge of native sign language and the written language of the general public.

7. **Hard of hearing individuals** -- Persons who have a defective, but functional sense of hearing. (*)

8. **Hearing members in deaf person's family** -- persons who are hearing and are parent/guardian, sibling or child of a deaf person in the family.

9. **Professional/service providers** -- Persons who are associated with specialized education and human needs services to the deaf community.

Note: Deaf has been defined as "lacking or deprived of the sense of hearing whether wholly or in part." (*)

Each group also includes some individuals who may be legally blind and/or have other types of disabilities.

All members of the deaf community should be treated as people first and as communication challenges second. Each is unique with his/her own interests, skills and talents.

Some of them are also proud to be members of the multi-ethnic and multi-cultural communities having been involved in activities for African-American History Month; Asian-Pacific American Heritage Week and Women History Month.

(*) Source: Webster's Third New International Dictionary, 1986.

FOLDA ON THE MOVE

The Friends of Libraries for Deaf Action

In January 1986, the Friends of Libraries for Deaf Action (FOLDA) was officially organized in Washington, D.C. as a nonprofit and volunteer organization. FOLDA serves as a clearinghouse of volunteers and materials for promoting quality library and information services worldwide.

Alice Hagemeyer is the founder and president of FOLDA. The three other founding officers are Dorothy Casterline, secretary; Raymond Baker, treasurer and Bernard Sussman, legal advisor.

The goals of FOLDA are: (1) to improve library and information services to the deaf community; (2) to encourage the entrance of people into the profession of library science and other related professions; and (3) to both improve the deaf community's awareness of their rights and potential as well as to alert the public to the strengths and needs of their deaf fellow citizens.

The National Association of the Deaf

In early 1990, the board members of the National Association of the Deaf (NAD) voted to support FOLDA and its plan for creating a new section within the NAD. The new section will be called Friends of Libraries for Deaf Action-United States of America (FOLDA-USA).

The NAD, founded in 1880, is one of the oldest and largest consumer nonprofit disability organizations in the nation and worldwide. The NAD serves deaf people, individuals with hearing impairment (with a broad range of hearing loss from mild to profound), hearing family members, professionals/service providers, and others in the United States. The NAD respresents the USA in the World Federation of the Deaf.

FOLDA-USA Section intends to form a network within the fifty states, the District of Columbia and USA territories. Such a network would help both deaf and library communities promote public awareness about the NAD, deafness and the culture, loanguage, art and history of deaf people, and also identify library and information services to the deaf community.

The Red Notebook

The Red Notebook provides unbiased information to all groups within the deaf community at the library. It enables them to share facts and ideas among themselves for communicating effectively with the library community.

The Red Notebook is divided into fifteen sections that cover the following topics: library, quick guide, folklore, deafness, laws, academic, older adults, children, young adults, people with disabilities, special populations, State Associations of the Deaf, CROSSROADS, action and personal.

The Red Notebook is available in many libraries around the nation.

The Red Notebook packet (21 dollars postpaid) and the red binder (15 dollars postpaid) is available from the NAD office or FOLDA.

For more information about **The Red Notebook**, please contact:

Friends of Libraries for Deaf Action
P.O. Box 50045
Washington, DC 20098 9998

Phone: (202) 727-2255 TDD
Phone: (202) 727-1186 Voice
Fax: (202) 727-1129

No meaningful results can be obtained
in any endeavor without the skillful
use of information.

Congressman Major R. Owens
(Democrat/Brooklyn, N.Y.)

Future Library and Information Services to the Deaf Community

By Alice Hagemeyer, President, Friends of Libraries for Deaf Action, Washington, D.C.

A PROPOSAL

A National Deaf Resource and Referral Center should be established as an independent agency within the public library system to serve federal agencies, the District of Columbia Public Library, 50 state libraries, and the public library systems in U.S. territories.

A State Deaf Resource and Referral Center should also be established within each existing state school for the deaf (or other appropriate state agency) to serve state agencies and all libraries in the state under the auspices of the State Library.

Qualifications for the Director and staff of the National and State Centers:

Each director should have a master's degree in Library Science from an accredited library school. Additional qualifications include education and/or professional experience which has provided a broad base of knowledge in the subject field of deafness and the culture, language, art and history of deaf people. All applicants must present a combination of education, skills, self-development, and expertise which demonstrate a capacity to perform the duties of the position.

Other positions at the center may be created by the director based on recommendations from a national advisory committee. Some staff members could have a B.A. in visual media or related fields and/or an M.A. in education, communication arts, special education, or related field with an emphasis on literacy, networking and communication accessibility.

National Advisory Committee:

The committee should consist of both professionals and lay persons from the deaf community.

A MODEL FOR LIBRARY AND INFORMATION SERVICES TO THE DEAF COMMUNITY

National Deaf Resource and Referral Center:

The center could seek user fees from federal agencies, the D.C. Public Library, 50 State Libraries and public library systems in the USA territories.

The center should also receive federal monies (LSCA) and actively seek grants and donations.

Reference and Information Services

- Existing information networks
- Training programs and continuing education for librarians, information specialists, and library staff
- Message relay services/Bulletin Board Services/Hotlines (Toll free "800")
- Special collections on library and information services to the deaf community i.e. library usage skills and library and deaf awareness/heritage materials for interlibrary loan.

Programs and Exhibits

- workshops (i.e. Storytelling in sign language, puppet shows, etc.)
- Deaf culture enlightenment (i.e. publicity releases, TV shows, etc.)
- Books, magazines, newsletters, films, videotapes, scripts, and posters in areas of culture, language, art and history of Deaf people; deafness and other disabilities; communication technologies and medical aspects; products by the deaf community and others.
- Book discussion groups; book reviews, etc.
- Utilization of national services and programs (i.e. Gallaudet University, National Technical Institute for the Deaf, Modern Talking Picture Services, National Captioning Institution, etc.) to serve the deaf community in areas of ABE (Adult Basic Education); Literacy and Lifelong learning; Resource sharing and others.

Library Enhancement

- Activities and sources of information of special interest to the public (i.e. African-Americans, Native Americans, Women, Hispanics, Jews, etc for a celebration of their heritage or history)
- Deaf awareness and sign language classes
- Demonstration of communication technologies
- Open House during National Library Week in April
- Hearing screening test during Better Hearing and Speech Month in May
- Annual celebration of Deaf Community Education Week in late September
- Annual Deaf Heritage Week during the first week of December
- Newsletters (USA Edition) from the Friends of Libraries for Deaf Action

Barrier-Free Facilities and Program Access

TDDs
TV caption decoder
Computer-assisted notetaking programs
Assistive listening devices and systems
Videocassettes and films (open or closed)
captioning/subtitled/silent/signed)
Interpreters
Ramps and wide doors
Magnifiers and large print/Braille
Visits to shut-ins and homebound people
Visual alerting devices (i.e. fire/smoke alarm; telephone ring signalers, etc.)

State Deaf Resource and Referral Center

Guidelines would be similar to those for the National Center except that the State Center would serve state agencies and libraries in all jurisdictions (i.e. community, school, academic institution, hospital, prison, government, business and others) in the state. The center could seek user fees from state agencies and libraries. The center should also receive federal monies (LSCA) and actively seek grants and donations.

Also the center should utilize existing regional, state and local services (Library for the Blind & Physically Handicapped, Gallaudet Regional Center, State Commission on Deafness and People With Hearing Impairment, Deaf Community Center, etc.) for serving the deaf community.

INFORMATION: AMERICA'S PRIMARY RESOURCE FOR THE 21ST CENTURY

Our nation will have a special event to focus attention on our primary resource for the 21st Century - information. The event is the White House Conference on Library and Information Services (WHCLIS) and it will meet in Washington, D.C. on July 9-13, 1991.

The Conference will bring together representatives of the American public, including library users, trustees and friends groups, civic leaders, lawmakers, librarians, and information providers to identify unmet library service needs and develop recommendations for future library and information services.

Goal:

To develop recommendations for further improvement of library and information services to increase productivity, expand literacy, and strengthen democracy.

Three objectives:

1. To formulate recommendations for further improvement of the Library and information services of the nation and their use by the public;
2. To establish a substantial record of justification and support for the recommendations, including examination of the purposes of, priorities for, and appropriate providers (public and private) of service improvement; and
3. To develop a nationwide consensus and effective strategy for implementation of the recommendations.

Results:

1. Recommendations for Improved Library and Information Services

White House Conference recommendations will be stated in the form of a national Conference Policy Statement which addresses the need for improvement and the steps necessary to improve library and information services of the nation and their use by the public.

This statement will focus on three themes of the Conference: productivity, literacy, and democracy. It will be prepared under the direction of the White House Conference Advisory Committee, reviewed at the several state conferences where possible, and approved by the delegates at the national Conference.

Additional resolutions of proposed action at the federal, state, local or institutional levels will be developed and approved by the conference delegates

2. Justification and Support for Recommendations

In preparation for the national Conference, a set of analytic studies will be undertaken to describe needs and to assess alternative approaches to meet needs. These studies will be available to the delegates in advance of the state conferences where possible. They will form a substantial record underpinning national Conference actions. The studies will examine the purposes of, priorities for, and appropriate providers of library and information service improvement.

Databases essential for Conference deliberation will be established before the national Conference. Additional databases will be recommended in order to establish baseline information and trends on implementation of recommendations from the national Conference.

A world-class exhibit of state-of-the-art library and information service systems and technologies will be held simultaneously with the national Conference. This exhibit will demonstrate approaches to improving service for unmet needs.

3. Development of Nationwide Consensus on Recommendations and Strategies for Implementation

State and regional conferences and activities will build toward a nationwide consensus on the recommendations. These state and regional conferences will result in potential recommendations and provide procedures for delegate selection to the national Conferences. State and regional structures established for preparation of the national Conference will be engaged in implementation activities after the national Conference.

The national Conference event itself will provide opportunity for a nationwide spotlight on the potential for library and information services to strengthen productivity, literacy, and democracy. Anticipated participation by President George Bush with delegates from throughout the Nation and with key leadership representatives of the Congress will provide attention which only a White House Conference event can command.

Specific strategies and organizational arrangements for follow-through by state, by region, and at the national level will be approved at the Conference. These will guide implementation of recommendations at the Federal, state, local and institutional levels.

Resources

The usefulness of this statement is to guide commitment of resources for the WHCLIS. This statement states the WHCLIS goal and connects the goal with objectives and desired results. The statement does not pre-determine the substance of the national Conference recommendations; those must be the product of the state and regional conferences, preparatory analytic studies, and the national Conference itself. The statement establishes a framework for recommendations and their implementation. It sets the direction from now until July 1991 for the allocation of resources and energy essential to meet the challenge the President and the United States Congress issued in 1988 to address the issues of improving library and information services, America's primary resource for the 21st Century.

Source: WHCLIS Advisory Committee, Washington, D.C. 12/20/89
(202) 254-5100
Fax: (202) 254-5117

AN INSIGHT FROM WITHIN THE DEAF COMMUNITY

The following article was written by Mervin Garretson, Interim Director of the National Association of the Deaf (NAD) from November 27, 1989 to July 1, 1990, for THE NAD BROADCASTER (February 1990). The article appeared in his column called, Personally Yours.

Garretson is an internationally known Deaf leader, educator, writer, poet, and lecturer. Before his retirement in August 1989 from Gallaudet University, Garretson was Special Assistant to the President of Gallaudet and chaired a most successful International Deaf Way Conference and Festival in Washington, D.C. last July 1989.

THIS I BELIEVE

by Mervin D. Garretson

The deaf community is as heterogeneous as any other group of people, including minorities. We tend to have different interests, different life styles, and different modes of communication.

Practically all deaf persons have identical needs in visual technology - captioned TV, use of TDD's and relay services, flashing alarm clocks or vibrators, doorbell and telephone alerting lights and similar support systems.

As a rule, deaf persons do a great deal of gear shifting in their day-to-day communication approaches. We tend to select the mode and/or language in which each individual, twosome, or group may be most comfortable.

As is the case with the hearing community, there is some incidence of low functioning deaf people. Their communication mode may be "fractured" ASL or merely gestures. It is extremely naive of some "experts" to confuse ASL with any form of hand windmilling! A university certainly is not an appropriate place for such individuals. Technical and vocational training programs are widely available today.

Linguists should study and analyze a language, not proselytize or "preach" to deaf people about how they choose to communicate. For example, I was told recently that a deaf adult with deaf parents, a native signer, was informed by a hearing linguist that his signs were wrong!

Deaf people appear to function more like a cultural or linguistic minority than a disabled group. Even with our special interest or ethnic group characteristics, we remain a part of the mainstream of life.

For effective interaction with the non-signing hearing public, most deaf persons need an interpreter or go the pad and pencil route.

Communication is more important than the kind of language we use. It involves a sharing of feelings, thoughts, perceptions, beliefs, and information.

We live in a very complex world. I believe tolerance to be the key word - tolerance for everyone's chosen mode of living, of thinking, and of communicating.

AN INSIGHT INTO THE AMERICAN SIGN LANGUAGE (ASL)

The following article was edited from a speech given by Leo Jacobs at the annual Charter Day Banquet of the Gallaudet University Alumni Association on April 7, 1990. Mr. Jacobs, deaf since birth, was a teacher of the deaf for over 40 years, and is the author of A Deaf Adult Speaks Out.

My perception of ASL is that it should be treated in a very generic way. As the term makes it clear, it means a language of signs used in America. There are many styles of sign language used, but all of them should be regarded as simply deviations of ASL. Look at English as a frame of reference. There are many different styles of English being used in the world, such as Cockney English in London, Black English in America, and English as spoken by Brooklyn bums. They may be hard for the average English speaker to understand, yet they are all called English.

I believe that deaf adults should be bilingual; that is, our conversational language should be ASL, and our written language English. We are not alone in having this dual situation. Look at the Asians. They have distinctly separate languages for conversation and for writing. It does not seem to hurt them that they have to learn two unrelated languages. In fact, I have observed that they pick up English very well as a third language. When they have the opportunity to learn English thoroughly, they turn out beautifully executed English. This follows the linguistic theory that one must have a strong language base first before learning a second language. If ASL is compromised by using it in English order, the students will become confused between the two languages.

I consider that the primary problem with deaf children picking up good language is that adults get too involved in hang-ups. Some hearing adults are so bigoted about their own language that they depreciate ASL. They have no compunctions about manipulating ASL. This language is probably the only one so exploited. The situation is made worse by their trying to relate two very different languages containing their own and disparate characteristics.

If we would apply a bilingual approach and make it clear to deaf children that English and ASL are two different languages with entirely separate rules, I am sure that they will pick up English with much less difficulty. I see no problem with using ASL to teach English if the children keep in mind that they are separate languages. Research has proved that deaf children of deaf parents acquire better English in a shorter time than deaf children of hearing parents--and their usual approach is bilingual.

During the century that hearing educators held sway over the education of deaf children, they embraced the oral philosophy without any facts or research results to back up their oppression of the children, which ruined the chances of many of them for a good education and happy and useful lives. And, yet, with an enlightened approach, the supporters of the bilingual approach are still pressed for facts and research conclusions to support our thinking; never mind the fact that by living deafness 24 hours a day, we should know best!

There's another thinking I would like to offer: since ASL is a conversational language, it is much more flexible and idiomatic than written English. We accord recognition to the fact that colloquial English is not the same as written English, so why don't we give ASL the same consideration?

I believe that we should be conscious of the fact that Gallaudet University is an enclave full of individuals, both deaf and hearing, who are above average in intelligence and cultural appreciation. In this environment, they tend to linger in their own society and distance themselves from that of the everyday milieu of blue-collar employment and average enjoyment of life. Yet, Gallaudet is supposed to serve these deaf people, too. The Gallaudet community should be aware of the fact that the needs of the two deaf groups differ to quite a degree. This applies to their communication needs, too. Knowledge and skills in their chosen trades or professions bear greater priority to them than precise English. This is not meant to depreciate the need for acquiring good English. Good English is a valuable accomplishment to be sought, and ASL would be a great tool in teaching that language.

Deaf youngsters are not as much exposed to usage of English as hearing youngsters are. However, I do not believe that this situation would be greatly helped by the use of coded, or English-supported, signs. I can only offer the suggestion that a greater amount of time be used in reading and writing English to compensate for the loss of incidental, overheard exposure to that language. I would suggest that the teacher be more innovative to arouse interest and enthusiasm in developing good English. The aim should be to develop an addiction for reading such that the young persons would seek reading materials on their own. If they go for trashy stuff, it's okay too!

I believe that we should stand proud of ASL as our own language and a great facilitator of communication. With ASL as our baseline language, we would be assured of open and clear communication in our society.

guaa

Gallaudet University Alumni Association

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Organized: 1889
Incorporated: 1908

November 1, 1990

To Delegates to the White House Conference on Library and Information Services, 1991 and Library Supporters:

In response to materials we have recently received from Friends of Libraries for Deaf Action (FOLDA), the Gallaudet University Alumni Association wholeheartedly supports the establishment of a networked system for library and information services for the deaf community in this country.

The Library at Gallaudet University has a wealth of resources and materials available to students and the alumni of the University. The Library also has an excellent Archives which is accessible to students and alumni. These resources could become a part of that networked system.

There is also a need to establish a nationwide Deaf Resource and Referral Center to better serve the needs of the unserved population, especially the deaf community. In addition, we support a statewide Deaf Resource and Referral Center to serve schools, hospitals, government offices, and the like.

To make the abovementioned programs effective, a National Advisory Committee should now be established. This committee should be made up of members with expertise in fields of deafness and deaf culture.

Thank you for your consideration and we hope you have a successful and productive conference.

Sincerely,

G. "Bummy" Burstein

Gerald "Bummy" Burstein, '50
President

BEST COPY AVAILABLE

STATE CONTACTS

As of December 1, 1990

L: = State Library contact for the White House Conference on Library and Information Services (WHCLIS)

D = Delegates to the Governor's Pre-White House Conference on Library and Information Services who represent the deaf community or people with disabilities in the state.

> Note to delegates: If your name is not listed here and you represent the deaf community or people with disabilities in your state, please let us know.

F = Contact for Friends of Libraries for Deaf Action. Some appointed by their State Association of the Deaf.

*F = President of the State Association of the Deaf

S = Statewide Deaf Resource and Referral Center

Alaska:
L = Karen Crane, Alaska State Library & Archives, P.O. Box 6, Juneau 99811 (907) 465-2910 V; Fax: 465-2665
*F = Albert Berke, Alaska Association of the Deaf, 1345 Rudakof #107, Anchorgage 99508 (907) 333-7545 TDD

Alabama:
L = Fred D. Neighbors, Alabama Public Library Services, Monticelle Dr, Montgomery 36130 (205) 277-7330; Fax: 272-9419
*F = James C. Arthur, Alabama Association of the Deaf, Rt. 1, Box 765, Grant 35747

Arkansas:
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*F = Tommy Walker, Arkansas Association of the Deaf, 401 Brook Park Road, Little Rock 72205

Arizona:
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S = Janet Fleharty, Coordinator of Library/Media Services, Colorado School for the Deaf and the Blind, 33 N. Institute Street, Colorado Springs, CO 80903-3599 (719) 636-5186 V
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Georgia:

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F = Ileen Dunnington, Iowa Association of the Deaf, 3621 Alsace, Sioux City 51104, (712) 3167 TDD & V

Kansas

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Massachusetts:

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(elected to the White House Conference in July 1991!)

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USA Territories:

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Republic of Marshall Islands : Enid McKay, Majuro, College of Micronesia, Box 1258, Majuro, RMI 96960 (344) 532-1332 36; Fax: (011) 692-9353 8

American Samoa: Laloulu Tagoileagi, Dept. of Education, Pago Pago, American Samoa 96799 (11) 684-633-4757; Fax: (011) 684-633 4020

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PR: Haydee Mujoz Sola, University of Puerto Rico, P.O. Box 23302, UPR Station, Rio Piedras, PR 00931 3302 (809) 766-1775; Fax: (809) 764 8799

VI: Jeannette B. Bastian, Division of Libraries Archives & Museums, #23 Dronningens Gade, St. Thomas, VI 00802 (809) 774-3407; Fax: (809) 775-1887

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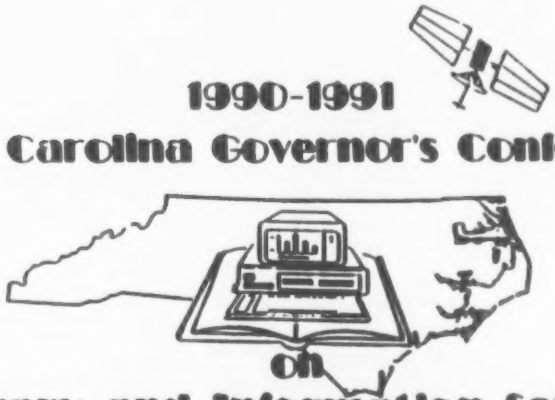
1990-1991
North Carolina Governor's Conferences



on
Library and Information Services

V. LEGISLATION

The White House Conference On
Library And Information Services
1991

THE WHITE HOUSE
CONFERENCE ON
LIBRARY AND INFORMATION SERVICES

July 9-13, 1991

From July 9-13, 1991, more than 900 delegates and alternates and thousands of observers will convene in Washington, DC, for the White House Conference on Library and Information Services (WHCLIS). This Conference provides a rare opportunity for full participation by the citizens of the United States and its territories in the development of recommendations for future public policies in the areas of library and information services. With an emphasis throughout the proceedings on the provision of library and information services for literacy, productivity and democracy, the White House Conference stands on the cutting edge of some of the nation's most critical challenges.

Authorized by Public Law 100-382, the White House Conference will include broad representation by library and information professionals; local, state and federal government officials; supporters of and volunteers in library and information organizations; and the general public. Official delegates to the White House Conference will debate and discuss hundreds of recommendations brought forward from thousands of participants and, at the conclusion of the deliberative process, the delegates will vote on a set of recommendations to be sent to the President of the United States for improvements in library and information services for all citizens in this information age.

The conference is being planned and conducted by the U.S. National Commission on Libraries and Information Science (NCLIS) with assistance and advice from the White House Conference Advisory Committee, whose 30 members represent all areas of the nation.

What is the National Commission on Libraries and Information Science?

The U.S. National Commission on Libraries and Information Science (NCLIS) is a permanent, independent agency of the federal government charged with advising the executive and legislative branches on national library and information policies and plans.

What is a White House Conference?

The President of the United States can call a White House Conference to focus attention on a topic of concern to the nation. The Congress can also request that the President convene a White House Conference. As a general rule, the purpose of a White House Conference is to involve a wide range of individuals in the development of recommendations for future public policies in the area of concern. Among the many critical issues on which White House Conferences have been held are aging, a drug-free America and productivity.

What is the purpose of the White House Conference on Library and Information Services?

Delegates will gather to develop recommendations for the improvement of the library and information services of the nation and their use by the public. Resolutions will be adopted by the official delegates on the federal role in expanding literacy, increasing productivity and strengthening democracy through changes and improvements in library and information services.

The final report of the Conference, including its findings and recommendations, will be forwarded to the President, and by him to Congress, for consideration in the development of policies and future legislation concerning library and information services for the nation.

In addition, the report will be widely disseminated to raise public awareness of library and information services and the benefits of these services for the individual, the economy and the nation.

Who are the delegates?

Official delegates to the national Conference are chosen by their states through a variety of ways. Whatever process is used, the state delegate composition must adhere to the distribution mandated in Public Law 100-382, the legislation authorizing the WHCLIS.

One-fourth of the delegates will represent library and information professionals; one-fourth will represent local, state and federal government officials; one-fourth will represent Friends, trustees, and other library supporters; and one-fourth will be from the general public.

What is a state preconference?

Federal funds have been made available to the states and territories to assist in conducting their own preconference activities. Starting with the Illinois preconference in April 1990, all states and territories, the District of Columbia, plus the American Indian Tribes and federal library community, will hold statewide and regional activities to identify issues that need to be addressed and/or resolved. The delegates will carry these needs and issues to the national Conference in Washington.

Delegates at preconferences will look at library and information service issues of concern to their states, as well as services that are impacted by federal policy and legislation. Resolutions developed with a national thrust will be taken to the national Conference for further discussion and debate. Those dealing primarily with local concerns will be considered for future action at the state or territorial level.

The federal legislation authorizing this conference encompasses twenty-six pages and is not legible when duplicated. The following information will assist you if you wish to trace the legislation.

HJ Resolution 90; Public Law 100-382 Joint Resolution. Signed by Ronald Regan on August 8, 1988.

100th Congress House of Representatives; First Session; Report 100-121. White House Conference on Library and Information Services. July 11, 1988.

State of North Carolina

JAMES G. MARTIN
GOVERNOR

EXECUTIVE ORDER 113
COMMITTEE ON GOVERNOR'S CONFERENCES ON LIBRARY AND INFORMATION SERVICES

WHEREAS, access to information and ideas is indispensable to the development of human potential, the advancement of civilization, and the continuance of enlightened self government; and

WHEREAS, the preservation and the dissemination of information and ideas are the primary purpose and function of the library and information services; and

WHEREAS, libraries and information services are essential to a learning society; and

WHEREAS, North Carolina's economic strength and the productivity of its workforce depends on access to information; and

WHEREAS, the President of the United States, with the concurrence of the United States Senate and House of Representatives, has called for the convening of the Second White

House Conference on Library and Information Services to be held in Washington, D.C., July 9-13, 1991; and

WHEREAS, Public Law 100-382, the White House Conference on Library and Information Services authorizing act, provides $30,000 in federal funding to North Carolina to conduct statewide conferences leading up to the White House Conference;

THEREFORE, by the authority vested in me as Governor by the Constitution and laws of North Carolina, it is ORDERED:

Section 1. Establishment. That the North Carolina Governor's Conference on Library and Information Services Committee is created.

Section 2. Membership. The Committee will be composed of forty persons whom I will appoint for a one year term beginning May 1, 1990, and who shall serve at my pleasure.

Section 3. Chairman. The Secretary of Cultural Resources will serve as the chairperson of the Committee established herein.

Section 4. Purpose. The mission of the Committee shall be to organize and conduct Governor's Conferences on Library and Information Services. Nine regional conferences and one statewide conference shall be held between August 1990 and February 1991, with the purpose of developing recommendations for further improvement of library and information services to increase productivity, expand literacy, and strengthen democracy.

Delegates elected at these conferences shall elect sixteen (16) delegates to the Second White House Conference on Library and Information Services.

Section 5. Administrative Support. The North Carolina Department of Cultural Resources Division of the State Library is the coordinating agency to work with the Committee in planning and conducting all regional and statewide events leading up to the White House Conference.

Section 6. Travel and Subsistence. The Department of Cultural Resources shall pay travel and subsistence to Committee members from the $30,000 in federal money appropriated for this purpose.

Section 7. Effective Date and Expiration Date. This Executive Order shall be effective immediately and shall expire July 13, 1991.

Done in the Capital City of Raleigh, North Carolina, this the 20th day of April, 1990.

James G. Martin

James G. Martin
Governor

ATTEST:

Rufus L. Edmisten

Rufus L. Edmisten
Secretary of State